

2013-2014 LONG SIGNATURE SHEET

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2.20.14



UNC CHARLOTTE

Proposal Number: GES 01-21-2014

Proposal Title: Proposal to ReEstablish a Graduate Course in the Geography of Knowledge and Information (course was on the books from 2002-2007 before its inadvertent removal)

Originating Department: Geography and Earth Sciences

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
1/21/2014	1/28/2014	2/19/2014	Approved	<u>DEPARTMENT CHAIR</u> [Craig Allan]
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] OSCAR LOMAN
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] STEVEN SABOL
2/28/14		2/28/14	Approved	<u>COLLEGE DEAN</u> [print name here:] C. BRADY
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
3-4-14	4-1-14	6-24-14	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Geography & Earth Sciences Curriculum Committee

From: William Graves

Date: 1/21/2014

Re: ReEstablishment of GEOG 5240 Geography of Knowledge and Information

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left

margin:

University of North Carolina at Charlotte

(Specify: New or Revised; Undergraduate or Graduate; or Undergraduate and Graduate)

Course and Curriculum Proposal from: (Name of Originating Unit)

- B. PROPOSAL NUMBER.** Place the proposal number in the upper right corner of page one of the proposal. The proposal number will consist of the abbreviation of the originating unit and the date the proposal was approved by the unit, e.g., BIO 7-24-02. If more than one proposal is passed on a specific date, assign alpha suffixes to distinguish them (e.g., BIO 7-24-02a and BIO 7-24-02b). Submit multiple courses as a single proposal when possible.
- C. TITLE.** Indicate a brief descriptive title for the proposal, e.g., “*Establishment of a Minor in Communication Studies.*”

University of North Carolina at Charlotte

New Graduate Course Proposal

Course and Curriculum Proposal from: Department of Geography and Earth Sciences

TITLE: Proposal to ReEstablish a Graduate Course in the Geography of Knowledge and Information (course was on the books from 2002-2007 before its inadvertent removal)

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** State clearly and concisely the actions proposed (e.g., “the Biology Department proposes to add four new elective courses to the undergraduate curriculum: BIO 2222, BIO 3456, BIO 2345, and BIO 3210).

The Department of Geography and Earth Sciences proposes to reestablish this course to its undergraduate and graduate curriculum: **GEOG 4240 / 5240 Geography of Knowledge and Information.** This course was removed from the catalog and replaced with GEOG 6240/8240 – that section will be removed from the catalog. This course will be open to undergraduates and MA students in Geography.

A separate proposal has been submitted and approved by the UCCC in a memo dated 2/24/2014.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

As a course in advanced economic and urban geography GEOG 4240 / 5240 will complement and enhance the department’s strong offerings in location analysis and urban and regional development. The course is used as a vehicle to address the geographic needs of firms and workers in the information-intensive portions of the economy. Knowledge of these location factors can be applied to issues related to economic development, planning and real estate studies.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

None.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The Geography of Knowledge and Information is listed at the 4000 / 5000 level to make it available to undergraduate and MA students.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

GEOG 4240 / 5240 Geography of Knowledge and Information allows students pursuing course work in urban and regional analysis the opportunity to learn and apply geographic concepts to issues of economic development which are frequently the focus of local debate. The course uses local knowledge-intensive industries as examples of relevant information flow, knowledge production and human capital creation theories. The city of Charlotte provides an excellent laboratory to examine the development of a specialized knowledge cluster. The study of knowledge-intensive firms is used as a vehicle for understanding modern forces of economic growth. Currently there are no graduate-level courses that focus exclusively on modern firm location to teach the economic development process.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

See Section C.2.a below

C. IMPACT. Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

This course is designed for undergraduate and MA students in geography. However, based on past experience it will have appeal to students in engineering, education, and the social sciences.

- 2.** What effect will this proposal have on existing courses and curricula?
- a.** When and how often will added course(s) be taught?
GEOG 4240 / 5240 Geography of Knowledge and Information will be taught on demand in the Fall. This course has been offered for 12 of the past 13 years at the 4000/5000 level (it was previously on the books).

The course numbering of this course has a convoluted history. It was originally proposed as GEOG 4240/5240 and was listed as such in 2005-07 undergraduate and graduate catalogs. With the advent of our PhD program in 2006, many 4000/5000 courses were changed to 6000/8000 level courses. However, confusion abounds. The 2007-09 Graduate Catalog lists the course as GEOG 8xxx The Urban Knowledge Economy, while at the same time being listed as GEOG 4240 Geography of Knowledge and Information in the undergraduate catalog. The course is really geared to upper level undergrads and M.A. students and past enrollments reflect this – typically 10 undergraduates and 5 MA students with very few PhD-level students. Thus, the faculty agreed to return it to its original course number: 4240/5240. In the meantime, various attempts to submit course proposals do this have somehow been “lost in the shuffle” either at the Department level or College level which explains why the course has been offered as a “topics” course so many times. In short, we are trying straighten-out this situation our once and for all.

- b.** How will the content and/or frequency of offering of other courses be affected?

We do not expect this course to affect the content and/or frequency of other course offerings. It has been previously taught without such impact.

- c.** What is the anticipated enrollment in course(s) added (for credit and auditors)?

The course has typically enrolled 10 undergraduates and 5 MA students per semester. It is expected that the majority of students in the course will be geography majors.

d. How will enrollment in other courses be affected? How did you determine this?

Other course will not be affected. As noted above, the proposed course has been taught several times with no adverse effects on other existing courses.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

The proposed course will be cross-listed at the 4000/5000 level. It will replace GEOG 6303/GEOG 8303 which will be removed from the list of courses available to PhD students. M.A. catalog copy and programs of study will be changed to indicate its proper course number GEOG 5240. Undergraduate catalog copy will be similarly changed. Cross-listing will be reflected in both undergraduate and graduate catalog copy.

Since the course is an elective and not a required course, the changes do not affect degree requirements and should not affect other departments or colleges.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

A. **PERSONNEL**. Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

This course will not require new personnel for its offering. It will be taught by an existing faculty member, William Graves, as part of his standard course load. This proposal simply proposes to reestablish the course in the formal curriculum – it has been taught as part of Dr. Grave’s regular course rotation. As a course in modern economic geography it could alternatively be taught by other department faculty including Harrison Campbell. Given the current size and nature of the Geography Ph.D. program it is not expected that removing the 6/8000 section of the course will have a significant impact.

B. PHYSICAL FACILITY. Is adequate space available for this course?

Current facilities and classroom space in the Department of Geography and Earth Sciences are sufficient to conduct this course.

C. EQUIPMENT AND SUPPLIES: Has funding been allocated for any special equipment or supplies needed?

Equipment and supplies required for this course are currently available in the Department of Geography and Earth Sciences and are provided under its regular operating budget.

D. COMPUTER. Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

Computer facilities required for this course are currently available in the Department of Geography and Earth Sciences and are provided under its regular operating budget.

E. AUDIO-VISUAL. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

Audio-Visual facilities required for this course are currently available in the Department of Geography and Earth Sciences and are provided under its regular operating budget.

F. OTHER RESOURCES. Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

No other resources are required. On an occasional basis the instructor may seek additional funds from the College Visiting Speakers Fund to pay an honorarium for professionals in the field to make class presentations.

G. SOURCE OF FUNDING. Indicate source(s) of funding for new/additional resources required to support this proposal.

College Visiting Speakers Fund

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

a) Consultation with the library references staff was initiated by a memorandum dated 1/28/2014.

b) The UNC Charlotte references librarians report that UNC Charlotte library holdings are adequate to support this proposal.

B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

N/A

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The Department of Geography and Earth Sciences received this proposal; and passed it unanimously on Feb 7, 2014. There were no dissenting opinions.

B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

C. **ATTACHMENTS.**

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.

2. **COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use red text with “~~strikethrough~~” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added).

GEOG 5240 Geography of Knowledge and Information. (3) Cross-listed as GEOG 4240. Examination of the factors that influence the location of economic activities in the information age. Discussions and lectures explore the geographic aspects of the transition away from manufacturing to information processing as the primary mode of production. The transition is examined in terms of technology development, urban and regional development, information flows and the location of quaternary industry. Replaces GEOG 6303/GEOG 8303. (*Fall, on demand*).

- a. For a new course or revisions to an existing course, check all the statements that apply:

- This course will be cross listed with another course.
 There are prerequisites for this course.
 There are corequisites for this course.
 This course is repeatable for credit.
 This course will increase/decrease the number of credits hours currently offered by its program.
 This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?
 Yes. If yes, please provide updated Academic Plan of Study in template format.
 No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE):
Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.

No. Briefly explain below.

Class materials and assignments will be posted to Moodle2 in an effort to reduce student costs.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

GEOG 4240 / 5240: Geography of Knowledge and Information Spring 2012

Instructor: Dr. Bill Graves
 Office: 409 McEniry
 Telephone: (704) 687-5980 (email is always a better way to reach me)
 Email: bgraves@uncc.edu
 Office hours: After class or by appointment

Course Materials:

- ! Readings provided via Moodle for state-budget related reasons
- ! Web site: See the Moodle course page (login via your Ninernet account)
(Check here for announcements, lecture outlines, syllabus modifications, links to sources and other class material)

Course Description:

Resources, waterways and railroads determined the location of Industrial activity. The location of Post-Industrial economic activity is driven by a new set of local comparative advantages **B** two of the most important are access to knowledge and information. This course will examine the geography of knowledge and information (and several other modern factors of production) in order to understand modern economic geography. In addition to providing a broad overview of some of the contemporary issues in the field of economic geography lectures will also explore the transition away from manufacturing activities towards information processing as the primary activity of the US economy.

Discussions of the new economy will be based on assigned readings from the economic and geographic literature, examples from the media, personal experience and a comprehensive project. This class will be locally oriented wherever possible. Because this class is in a seminar format, you are expected to complete and make notes on the assigned readings before class and to discuss the readings (as well as your personal experiences) in class.

Grading:

Your assigned grade for this course is based entirely on your demonstration of an understanding of the concepts discussed in the readings and in class. Explicit understanding will be demonstrated by the following:

Undergraduates:

Readings Summary of each <i>set</i> of readings (best 9 out of 11 days @ 2% each)	20%
Research Portfolio	30%
Final Exam	40%
Instructor Assessment (class participation)	10%

Graduates:

Research Paper	40%
Final Exam	45%
Instructor Assessment (class participation)	15%

Undergraduate Grading: A = 100%-90% B = 89%-80% C = 79%-70% D = 69%-60% F = 59% or less	Graduate Grading: A= 100%-90% B = 89%-80% C = 79%-70% U = 69% or less
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Everyone starts the class with a participation grade of 0. Frequent relevant and thoughtful comments and questions during class discussions are the *only* way to raise the participation grade above 0.

Academic Integrity Statement:

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of The UNC Charlotte Code of Student Academic Integrity (available in the current UNC-Charlotte course catalog as well as online at: <http://www.legal.uncc.edu/policies/ps-105.html>). This Code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F." If you do not have a copy of the Code, you can obtain one from the Dean of Students Office or access it online at www.uncc.edu/unccatty/policystate/ps-105.html. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

Readings Summary Guidelines:

A very handy study habit is to make a set of notes summarizing the main points of everything you read including notes on how the reading is related to the relevant classroom topic (this way you never have to reread anything before an exam). A significant portion of your grade for this course will be based on your completion of these summaries for each set of readings. These summaries are intended to be used as study guides. The summaries need not be extensive but should (at a minimum) answer the following questions:

- ! How is the article related to the topic of the day?
- ! What are the main points the article makes about the topic of the day (e.g. is flexible production beneficial or detrimental?)
- ! What data or examples did the article use to make its primary points?
- ! Do you agree or disagree with the points made? What questions did you have about this reading?
- ! At the bottom of the summary you **MUST** include a one or two sentence answer to the question: "What is the main point of the article" (how does it relate to the day's theme). Grading of the summary's will be based primarily on this statement

These discussions can be brief (around a half page *single-spaced*) but they must be obviously different than your classmates (you *cannot* work on these collaboratively). There is no single correct summary, I am simply reading them to verify that you read (and thought about) the assigned material. You must complete summaries of 9 out of the 11 sets of readings to receive full credit for the course. Late summaries will *not* be accepted for credit.

Research Portfolio:

The research portfolio will consist of three small research projects that you will conduct independently. Probable topics are:

- o Location of producer services
- o Value of Dell Production Incentives
- o Assessing the Comparative Advantage of the Kannapolis Biotech Park

The projects are intended to 1) develop your research skills and 2) demonstrate your ability to integrate your independent research with the themes discussed in class. The individual research topics will be due throughout the semester, I will comment on each and return them to you un-graded (one-third of your final portfolio grade will be deducted for each project that is not turned in). At the end of the semester you will revise the research projects and write an introduction to the portfolio. The introduction should discuss how the three projects are related to each other and are illustrative of the knowledge economy.

Graduate Research Paper:

Graduate students will prepare a 10-12 page research paper (12 point Times New Roman font with 1 inch margins) that in some way reflects the content and purpose of the course. For example, the research paper might consist of a literature of review producer services studies, production complexes, or the role of human capital in regional development. Alternatively, graduate students can analyze how the knowledge economy is reflected in particular regions or industries or the extent to which the knowledge economy is prominent in some regions and underrepresented in others. Whatever the topic, it is important that you (a) discuss your chosen topic and get topic approval, (b) analyze the topic in terms of its current state or importance, (c) discuss *how* the knowledge economy contributes to our understanding of modern regional economies and (d) clearly indicate how the topic is geographic in nature. The due date for the Graduate Research Paper will be announced in class and posted to Moodle.

Final Exam:

The final exam is intended to be an evaluation of your understanding of the major concepts discussed during the course. The intent is **NOT** to test your ability to recall obscure details but rather your ability to connect the large concepts from the course and to apply these concepts in the local or national context. Questions on the exam will be similar to the following: *what* was the point of this class? *and* what is the most logical economic development strategy for Charlotte? Your answers are expected to be well organized, thorough and *directly* answer the question. Exam answers that do not directly provide an answer (e.g. "Shotgun" answers) will receive a score of zero. You may use your own (graded) Readings Summaries for the exam, **in order to receive a passing grade each answer must include references to at least two of the articles assigned in class.**

Class Policies:

- ! Laptops for note taking only
- ! No cell phone use during class of any kind
- ! No whining!

Schedule

(subject to massive change! – I will provide updates each week):

Readings will be provided on the Moodle class page. You must read the assigned papers before class that week.

Jan 11: Introduction, class policies, identifying a course topic (1)

Jan 18: The Industrial Economy as the Foundation of the Knowledge Economy (2)

Jan 25: The Process of De-industrialization (3)

Feb 1: Flexibility: The New Manufacturing (4)

Feb 8: No Class

Feb 15: **Tacit knowledge** (5) (Research Portfolio exercise 1 due)

Feb 22: Producer services -- The Foundation of the Knowledge Economy (6)

Feb 29: Production Complexes (7) (Research Portfolio exercise 2 due)

March 7: No Class -- Spring break

March 14: Human capital and economic development (8) (Research Portfolio exercise 3 due)

March 21: No Class

March 28: Knowledge and the internet and the end of geography? (9)

April 4: Sustainability of Knowledge Economies (10)

April 11: North Carolina in the New Economy

April 18: North Carolina in the New Economy part 2

April 25: Last Day (revised research portfolios due)

May 9: Final Exam (5:30-8:15pm)



J. Murrey Atkins Library

Consultation on Library Holdings

To: Harrison Campbell
From: Alison Bradley
Date: 1/29/14
Subject: GEOG 4240 / 5240: Geography of Knowledge and Information

Summary of Librarian’s Evaluation of Holdings:

Evaluator: Alison Bradley **Date:** 1/29/14

Check One:

- 1. Holdings are superior _____
- 2. Holdings are adequate _____ **x** _____
- 3. Holdings are adequate only if Dept. purchases additional items. _____
- 4. Holdings are inadequate _____

Comments:

LC Subject Heading	Books	Journals
Economic geography	257	19

Library holdings should be adequate to support student research for this course particularly as it has been successfully offered under another number in the past (see list of items held by subject heading below). Students will have access to materials held by other libraries through the Interlibrary Loan service as well.

Evaluator’s Signature

Regional economics	310	18
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1/29/14

Date