

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: GLBL300 Research Methods in Global Studies

Date Submitted: 10/19/2017

Proposed Effective Date: Fall 2018

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Dept Chair or UPD	Rebecca Boehling	boehling@umbc.edu	58105	GLBL
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COURSE INFORMATION:

Course Number(s)	GLBL300
Formal Title	Research Methods in Global Studies
Transcript Title (≤30c)	Res. Methods in Global Studies
Recommended Course Preparation	None
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Completion of GLBL100 with a C or better grade (or current enrollment in GLBL100).
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	Yes No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	Reg (A-F) Audit Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

An introduction to research methods in global studies designed to acquaint the student with how scholars investigate processes of globalization and transnational cultural developments using a variety of methods and data. The course will consider quantitative methods (such as statistical analyses of national indicators) as well as qualitative methods (such as global ethnography and oral history) of the social sciences, arts and humanities. Students will apply components of those methods in exercises and assignments.

RATIONALE FOR NEW COURSE:

Currently, global studies majors are required to take only two courses offered by the Global Studies Program (GLBL101 Introduction to Global Studies and GBL301 Approaches to Globalization). Five years after the creation of the program, the directors and faculty of the program have concluded that this two-course sequence has not been sufficient to develop students' analytical skills. This becomes particularly evident in GBL301, a writing-intensive class in which students have difficulties working on structured research assignments. To address this problem, the program is proposing a new sequence of three core GBL courses: GBL100 (previously numbered GBL101), GBL300 and GBL400 (a request has been submitted to the UGC along with this form to change what is currently GBL301 to GBL400).

In GBL100, students learn basic concepts for the study of globalization and transnational processes and discuss the issues that constitute the object of investigation of global studies. In GBL300, students will develop research skills in global studies, building upon conceptual knowledge acquired in GBL100. This will prepare them for the theoretical discussions and empirical analyses carried out in GBL400.

GBL300 will be offered every semester only to global studies majors in their sophomore or junior year. GBL100 will be the pre-requisite for GBL300 because they form a three-part course sequence designed for global studies majors. For instance, in GBL300, students will learn how to move, analytically, from abstract concepts learned in GBL100 to empirical indicators used in research. GBL300 will be graded with a letter grade to be equivalent to GBL100 and GBL400. Because the course will have the same content every semester, it will not be repeatable.

ATTACH COURSE SYLLABUS (mandatory):

University of Maryland, Baltimore County
GLBL300 Research Methods in Global Studies

1. Course description and rationale

An introduction to research methods in global studies designed to acquaint the student with how scholars investigate processes of globalization and transnational cultural developments using a variety of methods and data. The course will consider quantitative methods (such as statistical analyses of national indicators) as well as qualitative methods (such as global ethnography and oral history) of the arts, social sciences and humanities. Students will apply components of those methods in exercises and assignments. This course will develop students' research skills in global studies, building up on conceptual knowledge acquired in GLBL100 (Introduction to Global Studies) and in preparation for theoretical discussions and empirical analyses in GLBL 400 (Approaches to Globalization). Prerequisite: GLBL100.

2. Learning outcomes

At the end of this course, students will be able to:

- Understand the role of theories, concepts and methods in social scientific and humanities inquiry on globalization and transnational studies;
- Recognize and design research questions about globalization and transnational studies;
- Identify and characterize different methodological approaches for answering scientific questions about globalization and transnational cultural developments;
- Practice different methodological approaches for answering scientific questions about globalization and transnational developments, including the identification, assessment, collection, organization and analysis of qualitative and quantitative data;
- Understand the ethical and practical issues involved in intercultural research.

3. Format and procedures

Classes will consist of lectures, quizzes, discussions of readings and research exercises. You should read all the assigned materials in advance of classes.

4. ASSESSMENT

In-class participation: You are expected and encouraged to actively participate in class by raising and answering questions, engaging in discussions and completing exercises. *You are expected to attend all classes*, but absences justified by extraordinary circumstances will not affect your participation grade. If you miss more than 25% of the class meetings, your participation score will be zero.

A - Student has near perfect attendance, makes comments and questions informed by readings during all attended lectures, and completes all attended class exercises.

B - Student has near perfect attendance, makes comments and questions informed by readings during most of attended the lectures, and completes most of the attended class exercises.

C - Student has at least 75% of attendance, makes comments and questions informed by readings during some of the lectures, and completes some of the in-class exercises.

D - Student has at least 75% of attendance, makes comments and questions informed by readings during a few of the lectures, and completes a few of the in-class exercises.

F - Student has less than 75% of attendance or does not participate in classes

Quizzes: Every first class of the week, at the beginning of the class, you will take a 15-minute reading quiz with a short-answer question. The goal of the quiz is to assess your understanding of key points of the readings assigned for that week and to prepare you for in-class discussions and exercises. You are allowed to consult one page of notes during the quiz. No make-ups are allowed, but the three quizzes with the lowest scores will be ignored in the final grading. If you arrive late, but before the end of the 15-minute period, you will be allowed to work on the quiz until the period is finished. If you arrive after the 15-minute period, you will have missed the quiz.

A - Student demonstrates superior understanding of key points of the readings

B - Student demonstrates good understanding of key points of the readings

C - Student demonstrates adequate understanding of key points of the readings

D - Student demonstrates minimal understanding of key points of the readings

F - Student demonstrates no understanding of key points of the readings

Research assignments: Throughout the semester, you will be given six exercises of data collection and analysis. In the exercises, you will be expected to demonstrate command of the methods and techniques learned in class.

A - Student demonstrates superior command of the methods and techniques

B - Student demonstrates good command of the methods and techniques

C - Student demonstrates adequate command of the methods and techniques

D - Student demonstrates minimal command of the methods and techniques

F - Student demonstrates no command of the methods and techniques

The final grade will be based on the following proportions:

In-class participation: 10%

Quizzes: 30%

Research assignments: 60%

Grades will be given initially in the form of scores from 0 to 10 and can be converted to letter grade according to this table:

A	10–9.0	superior achievement
B	8.9–8.0	good performance
C	7.9–7.0	adequate performance
D	6.9–6.0	minimal acceptable achievement
F	5.9–0.0	failure

5. Course content and assigned readings

Textbook:

Darian-Smith, E. and P. McCarty. 2017. *The Global Turn: Theories, Research Designs, and Methods for Global Studies*. Oakland, CA: University of California Press.

Week 1: Global Studies as a New Field of Inquiry

Darian-Smith and McCarty 2017, chapter 1

Week 2: Why Is Global Studies Important?

Darian-Smith and McCarty 2017, chapter 2

Week 3: A Global Theoretical Framework

Darian-Smith and McCarty 2017, chapter 3

Week 4: Global Research Design (I)

Darian-Smith and McCarty 2017, chapter 4

Week 5: Global Research Design (II)

Darian-Smith and McCarty 2017, chapter 4

Week 6: Global Methods and Methodologies (I)

Darian-Smith and McCarty 2017, chapter 5

Week 7: Global Methods and Methodologies (II)

Darian-Smith and McCarty 2017, chapter 5

Week 8: Ethics in intercultural research

Richardson, E., K. Allison and H. Teleguario. 2017. ““Taking Care” in Intercultural Research: Lessons From a Guatemalan Family Planning Study.” *International Journal of Qualitative Methods*. [published on line ahead of print].

Week 9: A Global Case Study Method

Darian-Smith and McCarty 2017, chapter 6

Week 10: Example of Global Studies Research - Comparative-Historical Case Study

Filomeno, F. 2013. “How Argentine Farmers Overpowered Monsanto: the Mobilization of Knowledge-Users and

Intellectual Property Regimes” *Journal of Politics in Latin America* 5:3.

Week 11: Example of Global Studies Research - Global Ethnography

George, S. ““Dirty Nurses” and “Men Who Play”: Gender and Class in Transnational Migration,” pp. 144-174 in *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World*, edited by M. Burawoy, J. A. Blum, S. George, Z. Gille, T. Gowan, L. Haney, M. Klawtier, S. H. Lopez, S. O. Riain and M. Thayer. Berkeley and Los Angeles: University of California Press.

Week 12: Example of Global Studies Research - History

Brown, K. 2001. “Gridded Lives: Why Kazakhstan and Montana Are Nearly the Same Place.” *American Historical Review* 106:1.

Week 13: Example of Global Studies Research - Digital Storytelling

Lizarazo, T., E. Ocegüera, D. Tenorio, D. Pardo Pedraza, R. McKee Irwin. 2017. “Ethics, Collaboration, and Knowledge Production: Digital Storytelling with Sexually Diverse Farmworkers in California.” *Lateral - Journal of the Cultural Studies Association* 6:1.

Week 14: Example of Global Studies Research - Measuring Globalization

Ghemawat, P. and S. Altman. 2016. *DHL Global Connectedness Index: The State of Globalization in an Age of Ambiguity*. New York: DHL.

Week 15: Example of Global Studies Research - World-Historical Quantitative Analysis

Karatasli, S. S. forthcoming. “The Capitalist World-economy in the Longue Durée: Changing Modes of the Global Distribution of Wealth, 1500–2008.” *Sociology of Development*.

6. Academic integrity information

By enrolling in this course, you assume the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult UMBC policies, or the Faculty Handbook (Section 14.3).