

UMBC UGC Instructions for New Course Request Form (revised 10/2011)

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.

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): Check all that apply.

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: GES 440: Global Poverty and Inequality

Date Submitted: February 2017

Proposed Effective Date: spring 2017

	Name	Email	Phone	Dept
Dept Chair or UPD	Dawn Biehler	dbiehler@umbc.edu	5-2095	GES
Other Contact	Dena Aufseeser	daufsee@umbc.edu	5-3152	GES

COURSE INFORMATION:

Course Number(s)	440
Formal Title	Global Poverty and Inequality
Transcript Title (≤30c)	Global Poverty
Recommended Course Preparation	
Prerequisite	GES 326 OR 327 OR 328 OR 329 OR 330 OR 337 OR 341 OR 342 OR 363 OR GES 424 OR GES 428 OR GES 429 OR GES 433 OR GES 435 OR GES 436 OR GES 437 OR GES 442 OR GES 451 OR GES 462 OR GLBL 301 with a C or better
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3
Grading Method(s)	X Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

This course examines the political, economic and socio-historical factors that cause and sustain poverty in the context of both the Global South and the United States. Students explore various development and poverty-reduction interventions and the role key actors and institutions play in addressing poverty, along with the relationship between privilege and poverty. We analyze both the positive and negative effects of programs such as growth-driven development, structural adjustment, micro-finance, charity, and cash transfer programs.

RATIONALE FOR NEW COURSE:

Despite numerous international and national campaigns to ‘eradicate poverty’, and decades of development interventions, a large number of people still live in dire conditions throughout the world, and global inequality is actually increasing. This course guides students in an examination of the processes that cause and sustain poverty, the interventions that institutions have offered as attempts to alleviate poverty, and the positive and negative effects of those interventions.

The course will be taught every spring.

It will allow students who took an introductory urban geography course to examine some of these topics in more depth, and in particular, see how they are relevant beyond North America.

This course will primarily serve upper-level undergraduates within the department and will also appeal to Global Studies, Interdisciplinary studies, political science, and anthropology, as well as many other students.

The course is offered at 400 level so that students can engage in more depth, and have space for discussion about various policy implications. Many of the topics we discuss are up to debate, and with the pros and cons best examined in discussion. Further, the prerequisites are necessary so that students already have a foundation in main concepts of human geography, and are prepared to jump right in to more advanced discussions. We will also be reading academic journal articles, so having a background in the concepts already is necessary.

Regular grading method allows student to get credit for the work they do.

Offering the course every spring allows students to first take a 300-level human geography course in the fall, and then be ready to take the course in the spring.

ATTACH COURSE OUTLINE (mandatory):