

## 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: PUB 300 Global Community Engagement and Social Change

Date Submitted: March 14, 2019

Proposed Effective Date:

	Name	Email	Phone	Dept
Dept Chair or UPD	Laura Hussey	<a href="mailto:lhussey@umbc.edu">lhussey@umbc.edu</a>	410-455-6560	Sondheim Public Affairs Scholars Program and Political Science
Other Contact	Jessica Cook	<a href="mailto:jrcook@umbc.edu">jrcook@umbc.edu</a>	410-455-2916	Sondheim Public Affairs Scholars Program

## COURSE INFORMATION:

Course Number(s)	PUB 300
Formal Title	Global Community Engagement and Social Change
Transcript Title (≤30c)	Global Engagement & Soc Change
Recommended Course Preparation	PUB 150H AND PRAC 096 Service-Learning
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Max. Total Credits	6 <small>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.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

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

This course engages students in academic, experiential and intercultural learning about social problem-solving in a country outside the United States. It explores the country's contemporary social challenges, the strategies government, non-governmental organizations and citizen activists use to address them, and the ways these conditions and interventions manifest themselves in people's lives. The course consists of pre-departure class sessions at UMBC and a faculty-led program of study abroad that combines service-learning with traditional class sessions and site visits to political, historical, and geographic landmarks. This course is repeatable for additional credit for sessions at different locations.

## RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

Many of today's most compelling social problems, from poverty to inadequate medical care to climate change, are global in nature, and as society has also globalized, efforts by governments, nonprofit service providers, citizen activists, and others to address these challenges have increasingly acquired a transnational character. At the same time, national and cultural boundaries are not irrelevant to social problem-solving, including the severity, scope, causes and consequences of the problematic conditions, and how citizens experience these conditions and interventions intended to address them. Increasingly, the Sondheim Public Affairs Scholars for whom this course is being developed (as well as, we have reason to believe, other UMBC students who may have an opportunity take this course) are expressing desires to work or volunteer abroad as part of global efforts to solve major social problems. This course aims to prepare students intellectually, socially, and pragmatically to engage respectfully and effectively in such intercultural work. The course will also be valuable preparation for students interested in social problem-solving within the United States, as the U.S. is becoming an increasingly multicultural nation. Further, exposing students to social problem-solving strategies employed in other countries and cultures may inspire fresh ideas among these future leaders about how to address problems within the United States.

This course is highly consistent with the mission and experiential learning emphasis of the Sondheim Public Affairs Scholars Program. The program's website ([sondheim.umbc.edu](http://sondheim.umbc.edu)) states: "The Sondheim Public Affairs Scholars Program supports, inspires, and empowers talented undergraduate students as they address society's most pressing problems. Sondheim Scholars address urgent social problems alongside communities through service-learning, internships, activism, and research." The Program has long emphasized public service as a value and vocation, looking for it in its applicants, and nurturing and cultivating it among its Scholars. All first-year Sondheim Scholars participate in service-learning, in which they volunteer weekly at Baltimore community organizations and reflect on the experiences during their freshman English and public affairs seminars. The proposed new course will complement that experience by extending students' service-learning experience beyond the United States.

The proposed course is also in keeping with important movements at UMBC. One of these is to internationalize the curriculum, as seen in efforts like the creation of the Program in Global Studies, the recent encouragement of and growth in faculty-led study-abroad programs, and CAHSS's establishment of a funding stream (named in honor of former dean John Jeffries) for internationally-oriented curricular innovations. A second is UMBC's effort to gain recognition for our community partnerships and promotion of students' civic engagement, seen in such recent initiatives as the creation of the Center for Democracy and Civic Life and UMBC's forthcoming application for the Carnegie Foundation's community engagement classification. This proposed course is unique in its strong service-learning component. Meanwhile, it is unique from other service-learning practica at UMBC, such as those sponsored by the Shriver Center, the Honors College, and the Sociology Department, for its placement within a global cultural context.

Proposal of this course is also a response to interest among its primary (though not necessarily exclusive) audience, the Sondheim Scholars. Large proportions of prospective and current Sondheim Scholars express in their applications, advising sessions, and elsewhere a strong interest in traveling abroad for study or service. In recent years, several of our 50-60 Sondheim Scholars have participated in UMBC-sponsored study abroad programs or UMBC-sponsored service trips, such as the Global Brigades alternative spring break trips. Many Sondheim Scholars and alumni have also told the Program's director that they would love, or would have loved, the opportunity to reunite in the classroom later in their college career with the other Sondheim Scholars with whom they shared a very substantial first year service-learning experience. In addition, a 2018 survey of Sondheim Scholars about their interest in a service-learning study abroad experience received an enthusiastic response: 22 of 31 respondents said they were "very" or "extremely" interested in such a course in the Program's first proposed destination, South Africa. Sondheim Scholars expressed similarly high levels of interest in such an opportunity in other countries.

b) How often is the course likely to be taught?

The course is likely to be taught about once every three years, so that all Sondheim Scholars will have at least one opportunity to take it if they choose prior to graduation. If Program resources, student interest, and staff availability enable it, the Program is open to offering it more often.

c) How does this course fit into your department's curriculum?

This course is highly consistent with the mission and experiential learning emphasis of the Sondheim Public Affairs Scholars Program. The program's website ([sondheim.umbc.edu](http://sondheim.umbc.edu)) states: "The Sondheim Public Affairs Scholars Program supports, inspires, and empowers talented undergraduate students as they address society's most pressing problems. Sondheim Scholars address urgent social problems alongside communities through service-learning, internships, activism, and research." The Program has long emphasized public service as a value and vocation, looking for it in its applicants, and nurturing and cultivating it among its Scholars.

At present, the Sondheim Public Affairs Scholars Program offers just two courses: ENGL 100P/281 (a public service-themed English composition class) and PUB 150H, a seminar on public issues and policy. Both of these courses are reserved for and required of first-year Sondheim Scholars, and they involve a substantial service-learning component in which students volunteer weekly at Baltimore community organizations and incorporate those experiences in various ways in class discussion and assignments. (There is one more course associated with the Sondheim Program, PUB 304 Community Research, on the books, but it has not been taught in many years.) The proposed new course will nicely complement that experience by optionally extending students' service-learning experience into a foreign country. Engaging students hands-on in tackling social problems through volunteer work is something that many scholars believe – if supplemented with appropriate instruction and reflection opportunities -- can build empathy, educate about the nature of problems, and inspire students to ask the kinds of "why" questions that lead to broader civic engagement, including in politics and government. Sondheim Scholars have certainly testified to these and other benefits of their service-learning experiences. Many Sondheim Scholars and alumni have also told the Program's director that they would love, or would have loved, the opportunity to reunite in the classroom later in their college career with the other Sondheim Scholars, and to have more opportunities to serve the community with them.

d) What primary student population will the course serve?

The primary student population will be sophomore-senior Sondheim Scholars. These students can (and do) come from any major at UMBC. While admission to the class will be permission-only and Sondheim Scholars will have priority, other UMBC students may be welcome to enroll in the class if seats are available. We expect to limit the course to Sondheim Scholars the first time it is offered.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

The 300-level designation signals the intellectual rigor of course material and reflection topics and signals the need for intellectual and social maturity beyond (perhaps) that of the typical freshman. It also reflect the course's elective nature and that it is narrower than a survey

course but not so specialized as the typical 400-level course – for example, it does not focus on a single problem or policy area, but engages a few salient issues. We also do not wish to signal that senior status is desired. This course number is also consistent with some other service-learning courses in UMBC's curriculum, such as HONR 390 and SOCY 396.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

The two recommended course preparations were chosen so that students would have prior experience with service-learning (PRAC 096) and familiarity with basic attributes of and issues surrounding salient social problems and debates over the best means to address them (PUB 150H). These are required of all Sondheim Scholars, and will enable this proposed class to generate well-informed discussion of differences between what is observed in the United States and what is observed abroad. They are recommended rather than required, however, because students can gain similar exposure through other UMBC classes.

g) Explain the reasoning behind the P/F or regular grading method.

The regular grading method was selected to allow the instructor to accurately assess each student's engagement with and mastery of the course material. The regular grading method was also chosen to underscore the importance of competing academic assignments and community-based activities.

h) Provide a justification for the repeatability of the course.

We would like the option of offering this class in other countries at other times, which would deliver a very different experience for the students. Even if offered within the same country at a later date, the content and experience would likely change considerably as contemporary social challenges in that country change and as students may conduct their service-learning with different NGOs working on different problems.

**ATTACH COURSE SYLLABUS (mandatory):**

**Public Affairs 300 (PUB 300-01)**  
**Global Community Engagement and Social Change: South Africa**  
**Summer 2020**  
**Instructor: Jessica Cook**

**Overview**

This course will engage students in academic, experiential and intercultural learning about South Africa. The focus will be on South Africa's contemporary social challenges and the strategies that government, non-governmental organizations (NGOs) and citizen activists are using to address them. Special attention will be paid to how these social conditions and interventions manifest themselves in the lives of South Africans. Following pre-departure class sessions at UMBC, students will spend two weeks in Cape Town, South Africa on a faculty-led program of study combining service-learning with traditional class sessions and site visits to political, historical, and geographic landmarks.

**Learning Objectives**

- Gain knowledge of South African history and current social and political context
- Explore different modes of contributing to social change - activism, civic engagement (volunteerism) and public policy - in a South African context
- Gain understanding of how structures/different sectors - government, NGOs, faith-based orgs/community, aid-granting orgs., etc. - interact to address social problems and foster development in South Africa
- Draw from firsthand service-learning experiences to critically examine the efficacy of volunteerism as a means to contribute to social change in South Africa
- Increase comfort, skill and sensitivity in interacting with people from different cultural backgrounds, including South African students, faculty, government leaders, and NGO leaders

**Required Texts**

Burge, K. (2015). *The Born Frees: Writing with the girls of Gugulethu*. New York: W.W. Norton & Company, Inc.

Additional readings will be posted on Blackboard. See schedule for assigned readings.

## **Assignments and Grading**

Your final grade will be calculated as follows:

### **Academic and experiential learning journal, 25 points**

Keep a daily written journal to document your activities, questions and reflections.

### **In-classroom participation and discussion facilitation, 10 points**

Come prepared to each class session; complete assigned readings, participate in class discussions, facilitate one class discussion.

### **Out-of-classroom participation (activities, site visits, service-learning), 25 points**

Participate respectfully and thoughtfully in required out-of-classroom activities.

### **Research paper, 15 points**

Write a 5 page research paper about a current issue in South Africa.

### **Final integrative paper and presentation, 25 points**

Write an 8-10 page paper which integrates experiences in South Africa, service-learning, and academic texts discussed in class. Prepare and present a summary of your integrative paper to the class.

### **Total points possible: 100**

#### Grading scale

A: 90-100

B: 80-90

C: 70-79

D: 60-69

F: 0-59

Consistent with the undergraduate catalog, an A indicates “superior achievement,” a B indicates “good performance,” a C indicates “adequate performance,” a D indicates “minimal acceptable achievement,” and a grade of F indicates “failure.”

Detailed information about each assignment will be posted on Blackboard.

## **Service-Learning**

While in South Africa, each student will participate in 15 hours of service-learning with a non-governmental organizations (NGOs) that addresses pressing local issues. Each student will document service-learning activities in the course journal. Class readings will address power dynamics and the ethics of service-learning.

## Schedule

*Pre-departure sessions will take place at UMBC during late spring semester 2020 and/or during the first few days of the summer session.*

### Pre-Departure Session 1 (2 hours)

Topics: Course overview, apartheid and post-apartheid South Africa; government and NGOs; South Africa-US relations

Read (before pre-departure session 1):

Clark, N. L. (2018). South Africa: Apartheid and post-apartheid. In Shanguhya, M., & Falola, T. (Eds.). *The palgrave handbook of African colonial and postcolonial history*. New York, NY: Palgrave Macmillan. Pp. 1005-1030.

Cook, N. (2013). South Africa: Politics, economy, and U.S. relations. In *South Africa: Conditions, issues and U.S. relations*. New York: Novinka. Pp. 1-40.

Review CIA World Factbook Country Report for South Africa ([www.cia.gov](http://www.cia.gov))

### Pre-Departure Session 2 (2 hours)

Topic: Lived experiences in contemporary South Africa

Read:

Burge, K. (2015). *The Born Frees: Writing with the girls of Gugulethu*. New York: W.W. Norton & Company, Inc. Prologue - chapter 4 (pp. 1-80).

Besteman, C. L. (2008). *Transforming Cape Town*. Berkeley : University of California Press. Introduction (pp. 1-26) and chapter 9 (pp. 242-258).

Guest speaker: Dr. Simon Stacey, Director of the UMBC Honors College

### Pre-Departure Session 3 (2 hours)

Topics: Citizen action and NGOs

Read:

Over the rainbow: South Africa. (2012). *The Economist*, (8807), 22.

Excerpt from Booyesen, S. (Ed.). (2016). *Fees must fall : Decolonisation, higher education and governance in South Africa*. Johannesburg: Wits University Press.

Watch interview with writers/cast members from *The Fall* (from [www.sabcnews.com](http://www.sabcnews.com))

### Pre-Departure Session 4 (3 hours)

Topics: Intercultural learning and service-learning; Office of Study Abroad Pre-Departure Orientation

Read:

McMillan, J., & Stanton, T. (2014). "Learning service" in international contexts: Partnership-based service learning and research in Cape Town, South Africa. *Michigan Journal of Community Service Learning*, 20(1), 64-78.

**\*5 page research paper due**

**\*Journal #1 due**

### **South Africa, Day 1**

Arrive Cape Town

Health, safety and city orientation with EDU Africa staff (2 hours)

Group dinner

### **South Africa, Day 2**

Orientation to the city (4 hours)

Visit District Six Museum ([www.districtsix.co.za](http://www.districtsix.co.za)) and Iziko Slave Lodge ([www.iziko.org.za/slavelodge](http://www.iziko.org.za/slavelodge))

Group dinner and discussion

### **South Africa, Day 3**

Morning: Orientation and first day with service-learning partner NGOs

Afternoon: Class session (3 hours)

Topics: Social justice and ethics in service-learning

Guest speaker (tentative): Dr. Janice McMillan, director of the Global Citizenship Centre at the University of Cape Town

Read:

Mitchell, T. D. (2010). Challenges and possibilities: linking social justice and service-learning (book review).

*Michigan Journal of Community Service Learning*, 17(1), 94-97.

### **South Africa, Day 4**

Morning: Service-learning with partner NGOs

Afternoon: Visit Bo-Kaap Museum and explore the neighborhood on foot; Cape Malay cooking class (4 hours)

Read:

Kotze, N. (2013). A community in trouble? The impact of gentrification on the Bo-Kaap, Cape Town. *Urbani Izziv*, 24(2), 124-132.

Group dinner and discussion

### **South Africa, Day 5**

Morning: Service-learning with partner NGOs

Afternoon: Class session to process experiences/observations to date (2 hours)

## South Africa, Day 6

Visit Gugulethu, a township outside Cape Town (5 hours)

Meet with staff from the JL Zwane Center (tentative) to learn about community-based programs that address community support and development, HIV/AIDS and education. The JL Zwane Center was the host site for the writing group in *The Born Frees*.

Visit Gugulethu Seven Memorial and Amy Biehl Memorial

Read:

Excerpt from Winge, K. (2006). *Never give up: vignettes from Sub-Saharan Africa in the age of AIDS*. Minneapolis, MN: Syren.

Group dinner and discussion

## South Africa, Day 7

Visit Cape Point and Table Mountain National Park

**\*Journal #2 due**

## South Africa, Day 8

University of Cape Town (4 hours)

Workshop with writers and cast from [The Fall](#) to explore protest, social justice and theatre

Visit former site of Cecil Rhodes statue/site of recently renamed Sarah Baartman Hall at UCT

Read:

Lever, C. (2019). The University of Cape Town's recent history matters as much as its past. *The Conversation*, January 10, 2019.

Revisit reading from *Fees must fall*

Group dinner and discussion

## South Africa, Day 9

Morning: Service-learning with partner NGOs

Afternoon: Tour and observe floor debate at South African Parliament; meet with elected officials (3 hours)

Read:

Overview of South African government structure and South African constitution (South African History Online, [www.sahistory.org.za](http://www.sahistory.org.za))

## **South Africa, Day 10**

Visit to Robben Island, the maximum security prison where Nelson Mandela was imprisoned ([www.robben-island.org.za](http://www.robben-island.org.za)) (3 hours)

Group dinner and discussion

Read:

Excerpt from Nelson Mandela's autobiography, *Long walk to freedom*

Optional: View PBS Frontline documentary, *Nelson Mandela's long walk to freedom*

## **South Africa, Day 11**

Morning: Service-learning with partner NGOs

Afternoon: Classroom session (3 hours); guest speaker (tentative): Mandla Majola, community activist and public health educator

Read:

Olopade, D. (2014). *The bright continent : Breaking rules & making change in modern Africa*. Chapter 4 (pp. 52-66): Stuff we don't want: Doing bad in Africa.

## **South Africa, Day 12**

Morning: Service-learning with partner NGOs (final day)

Afternoon: Service-learning reflection and analysis (2 hours)

## **South Africa, Day 13**

Final presentations and class discussion (3 hours)

Group dinner and discussion

## **South Africa, Day 14**

Travel to Aquila Game Reserve for afternoon safari; return to Cape Town in the evening

## **South Africa, Day 15**

Free day

Depart Cape Town late evening for return to the US

***\*Journal #3 due last day in Cape Town***

***\*Final integrative paper due one week after return to the U.S.***