

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 12-121e  
 LSC Action-Date: AP-4/11/13 UWUCC Action-Date: APP-5/7/13 Senate Action Date: APP-9/10/13

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person(s) <u>Yaya Sissoko</u>	Email Address <u>yaya.sissoko@iup.edu</u>
Proposing Department/Unit <u>Economics</u>	Phone <u>724-357-2640</u>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: ECON 338 Poverty in Africa

Proposed course prefix, number and full title, if changing:

**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)  
 Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     Program Revision     Program Title Change                       New Track  
 New Degree Program                       New Minor Program     Liberal Studies Requirement Changes     Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		<u>4-3-13</u>
Department Chairperson(s)		<u>4/3/13</u>
College Curriculum Committee Chair		<u>4-3-13</u>
College Dean		<u>4/5/13</u>
Director of Liberal Studies (as needed)		<u>5/1/13</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		<u>5/7/13</u>

<p><b>Received</b>  <b>APR 26 2013</b>  <b>Liberal Studies</b></p>	<p><b>Received</b>  <b>APR 8 2013</b>  <b>Liberal Studies</b></p>
--	---



permanent and temporary poverty, catastrophic (famine or HIV/AIDS or conflict) poverty, dependent and economically active poor, urban and rural poverty, and gender-based poverty are discussed in greater detail. Assignments will require students to use models, tables, charts and diagrams to critically assess the poverty trap as a social phenomenon, as well as an economic one.

**Objective 3:**

Understand that the different causes of poverty in Africa are multifaceted.

**Expected Student Learning Outcomes 1, 2 and 3:**

Informed, Empowered and Responsible Learners

**Rationale:**

Lectures, readings, videos and associated assignments will inform students about the various causes of poverty in Africa. The use of economic models will allow students to understand the distinction between proximate and primary causes of poverty and to critically assess the interactive factors, which may be both cause and consequence of poverty. Through the use of economic models, tables, charts and diagrams, students will gain insight into economic, social and political, national (macroeconomic and microeconomic), and international roots of poverty. Assignments will require students to critically evaluate education and labor market discrimination, unemployment and underemployment, economic stagnation and global factors as major reasons for slow economic growth in Africa.

**Objective 4:**

Examine the role of the political systems that have contributed to economic stagnation and hence to a deeper poverty in Africa.

**Expected Student Learning Outcomes 1, 2 and 3:**

Informed, Empowered and Responsible Learners

**Rationale:**

Lectures, readings, videos and associated assignments will inform the students about the failure of African states to deliver economic growth for several reasons including the absence of a stable and legal/institutional framework for economic activity, implementation of controlled economic policies favoring rent seeking behavior detrimental to economic growth, the rise of corruption, and the collapse of the state. Students also will be required to demonstrate an understanding of how market failures can develop from 1) externalities of public goods (e.g. health and education), leading to asymmetric information, or 2) noncompetitive practices such as monopolies or monopsonies. Assignments will require students to use economic models to critically evaluate the potential of government and market failures and distortions as barriers to poverty reduction.

**Objective 5:**

Explain how the failure of the market system has forced the poor into a vicious poverty

trap.

**Expected Student Learning Outcomes 1, 2 and 3:**

Informed, Empowered and Responsible Learners

**Rationale:**

Lectures, readings, videos and associated assignments will inform the students about the failure of African states to deliver economic growth for several reasons including the absence of a stable and legal/institutional framework for economic activity, implementation of controlled economic policies favoring rent seeking behavior detrimental to economic growth, the rise of corruption, and the collapse of the state. Students also will be required to demonstrate an understanding of how market failures can develop from 1) externalities of public goods (e.g. health and education), leading to asymmetric information, or 2) noncompetitive practices such as monopolies or monopsonies. Assignments will require students to use economic models to critically evaluate the potential of government and market failures and distortions as barriers to poverty reduction.

**Objective 6:**

Explain the kinds of changes necessary to reduce poverty in Africa.

**Expected Student Learning Outcomes 1, 2 and 3:**

Informed, Empowered and Responsible Learners

**Rationale:**

Lectures, readings, videos and associated assignments will inform the students about the various pro-poor policies. Particular attention will be paid to land and economic reforms designed to achieve sustained growth and economic development and aimed at achieving a deep reduction in poverty in Africa. Students also will examine the welfare reforms designed to encourage equal education, equal employment and equal access to health care opportunities. This will be reinforced through the development of macroeconomic statistics using relevant examples and the development of microfinance targeting equity building for the poor. Assignments will require students to use models to critically evaluate the development of economic and welfare reform policies, including social, political, economic, institutional and structural changes, aimed to reduce poverty in Africa.

**Objective 7:**

Explain the socioeconomic consequences of poverty in Africa.

**Expected Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

**Rationale:**

Lectures, readings, videos and associated assignments will require the successful student to demonstrate abilities to evaluate the major trend of economic inequality and its

consequences. Students will become versed with a checklist of policy possibilities for poverty reduction strategies including promoting faster economic growth, making growth more pro-poor, raising productivity in small-farm household agriculture, improving the economy's basic physical infrastructure, improving access by the poor to education and health, reducing fertility and population growth, and minimizing the extent of conflict and promoting democracy and better governance. Discussion will include future policy challenges and the crucial role of foreign donors in alleviating poverty in Africa. Assignments will require students to use the models to critically evaluate the complexity of the issue of poverty in Africa by pursuing further in-depth research into poverty.

### III. Course Outline

1. Africa's Poverty Problem *(4 hours [4])*
  - a. A First View
  - b. Different Poverty Concepts Can Point in Different Directions
  - c. African Poverty Has Many Dimensions
  
2. The Causes of Poverty *(8 hours [12])*
  - a. Overview of the Proximate and Primary Causes of Poverty
  - b. Economic Stagnation Has Caused Much Poverty
  - c. Why Has Growth Been So Poor?
  - d. Both Governments and Markets Failed the Poor
  
- Exam #1** *(1 hour [13])*
  
3. Attacking African Poverty and Delivering Services to Poor People *(10 hours [23])*
  - a. Sustaining Growth and Achieving Deep Reductions in Poverty: How Uganda Recovered after Conflict
  - b. Reducing Poverty through Free Primary Education: Learning from the Experiences of Kenya, Lesotho, Malawi, and Uganda
  - c. Improving Water and Sanitation Services in Rural Areas: Lessons Learned from Ghana, Mali, Lesotho, and South Africa
  - d. Using Social Investment Funds in Africa: Scaling Up Poverty Reduction in Malawi, Zambia and Mali
  
4. Poverty Reduction Policies *(2 hours [25])*
  - a. Outlines of an Anti-poverty Strategy
  - b. National Policies for Reducing Poverty
  
5. Student Presentations *(8 hours [33])*
  - a. Class Writing Assignment (CWA)
  - b. Country Report Project (CRP)
  
6. Video Session Discussions *(4 hours [37])*
  - a. Africa: Challenges in the 21<sup>st</sup> Century
  - b. Africa: In Defiance of Democracy

- c. What Are We Doing Here? Why Western Aid Hasn't Helped Africa
  - d. The Fabric of Reform: Economic Change in West Africa
7. Roundtable Discussions (5 hours [42])
- a. CWA Roundtable Discussions (interspersed through the semester)
  - b. CRP Roundtable Discussions (interspersed at the end of the semester)

**Final Exam** (2 hours [44])

#### IV. Evaluation Methods

The course will be a mixture of lecture, Class Writing Assignment (CWA) and Country Report Project (CRP) roundtable discussions, and class applications and video sessions. Students are expected to read the material when assigned, participate in roundtable discussions, and work continuously on their research projects. The final grade will be determined by the weighted average of their grades on the following activities: two exams, class application assignments, class writing assignment, country report project and presentation of both the class writing project and the country report project. The CRP presentation will be the terminating activity. Criteria for grading are 1) evidence of critical thinking about topics including socioeconomic topics related to African poverty; 2) skill in identifying anti-poverty strategy; and 3) oral and written communication skills.

#### V. Grading Scale

The weights are as follows:

- 2 Exams = 50%
- Class Applications = 10%
- Class Writing Assignment = 12%
- Country Report Project = 16%
- CWA & CRP Presentations = 12%

The course will use the following standard grading scale:

90 % - 100 %	A
80 % - 89 %	B
70 % - 79 %	C
60 % - 69 %	D
< 60 %	F

#### Description of activities:

Exams - Students are expected to complete the exams in class. The format of these tests is multiple-choice questions, essay/review questions with short answers and problem and

exercise applications about basic poverty statistics and socioeconomic indicators.

Class Applications - Students are expected to complete the class applications either in class or at home. The class applications, often real world examples about the theory learned in the classroom, are very helpful in reviewing for the exams.

Class Writing Assignment (CWA) - Students are expected to complete a research project on an African poverty topic provided by the instructor or a topic related to African poverty of their choice pre-approved by the instructor. The outline of the paper must be approved by the instructor. Completing this project will entail formulation of a research question, a literature review, economic analysis and policy recommendation for the poverty issue, and writing of the paper.

Country Report Project (CRP) - Students are expected to complete a research project on an African country of their choice. The study can be a significant investigation of the issues of poverty in the chosen country. The outline of the paper must be approved by the instructor. Completing this project will entail formulation of a research question, economic analysis of the issues of poverty in the country, and writing of the paper.

CWA Presentation - Students will give oral classroom presentations of their class writing assignments on a weekly basis throughout the semester. The presentation must include visual aids and be 10-15 minutes in length. The order of presentations will be determined randomly.

CRP Presentation - At the end of the semester, students will give oral classroom presentations of their country report projects. The presentation must include visual aids and be 10-15 minutes in length. The order of presentations will be determined randomly.

Discussant Report and Presentation - In the fashion of a professional conference, students will serve as discussants for one another. The instructor will make discussant assignments on the basis of common interest/area of study to the greatest extent possible. Discussants are expected to provide constructive criticism to their authors. Their comments will be delivered orally immediately following the classroom presentation of the paper. In addition to the discussant presentation, a written discussant report for the author is also required.

## VI. **Attendance Policy**

To be consistent with the Undergraduate Course Attendance Policy as outlined in the IUP Undergraduate Catalog.

## VII. **Required Textbooks, Supplemental Books and Readings**

### Required Textbooks

The World Bank (2001) *African Poverty at the Millennium: Causes, Complexities, and*

*Challenges*, Washington DC: World Bank Publications.

Bigman, David. (2011) *Poverty, Hunger and Democracy in Africa: Potential and Limitations of Democracy in Cementing Multi-Ethnic Societies*, NY: Palgrave Macmillan.

#### Supplemental Books and Reading

Fox, Louise & Liebenthal, Robert. (2006) *Attacking Africa's Poverty, Experience from the Ground*, Washington DC: World Bank Publications.

Supplemental articles, including *The Economist*, *Finance & Development* and *The Wall Street Journal*, will be assigned through the semester and either distributed in class or made available on-line

#### VIII. **Special Course Requirements**

None.

#### IX. **Bibliography**

A detailed bibliography is attached.

Please note that although some of the articles listed are not very recent, they provide a better explanation of certain concepts than more recent articles. These articles would not be recognized as classics in the discipline, but they are articles that I have found to be most effective at conveying difficult concepts to students given the highly sophisticated mathematical and statistical techniques utilized in much of the published economic research.



# POVERTY

## BOOKS

- Banzikiza, Constance R. (2007) *Responding to Poverty in Africa*, Kenya: Amecea Gaba Publication.
- Barett, Christopher B. (2008) *Understanding and Reducing Persistent Poverty in Africa*, 1<sup>st</sup> Edition, London, UK: Routledge.
- Barrett, Christopher. (2009) *Foreign Aid, Development Strategies, and Poverty Reduction*, Paternoster: Colorado Springs: Edited in Economics Justice in a Flat World: Christian Perspective on Globalization.
- Beasley, Thomas. (2009) *Poverty in Africa*, Hauppauge, NY: Nova Science Publishers.
- Books LLC (2010) *Water Supply and Sanitation in South Africa: Water Privatisation of Water in South Africa, Western Cape Water System*, General Books LLC.
- Booth, David. (2003) *Fighting Poverty in Africa: are PRSPs Making a Difference?*, London, UK: Overseas Development Institute.
- Christiaensen, Luc J., Demery, Lionel & Paternostro, Stefano. (2002) *Growth, Distribution and Poverty in Africa: Messages from the 1990s*, Washington D.C.: World Bank.
- Fosu, Augustin K., Mwabu, Germano M. & Thorbecke, Erik. (2009) *Poverty in Africa: Analytical and Policy Perspectives*, 1<sup>st</sup> Edition, Nairobi, Kenya: University of Nairobi Press.
- Moyo, Dambisa. (2009) *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*, 1<sup>st</sup> Edition, New York, NY: Farrar, Straus and Giroux.
- Mulinge, Munyae. (2004) *Debt Relief Initiative and Poverty Alleviation: Lessons from Africa*, South Africa: Africa Institute of South Africa.
- Schiller, Bradley R. (2008) *The Economics of Poverty and Discrimination*, 10<sup>th</sup> Edition, New York, NY: Pearson.
- Tonnemacher, Sebastian & Duhren, Simon. (2008) *Poverty in Africa: Cultural Studies*, Munich, Germany: Grin Verlag.

## ARTICLES

- Barrett, Christopher B. (2008) "Smallholder Market Participation: Concepts and Evidence from Eastern and Southern Africa." *Food Policy*, 33 (4): 299-317.
- Bigsten, Arne & Fosu, Augustin Kwasi. (2004) "Part 1: Growth and Poverty in Africa – Growth and Poverty in Africa: An Overview." *Journal of African Economies*, 13(suppl 1): i1-i15.
- Brashares, Justin S., Golden, Christopher D., Weinbaum, Karen Z., Barrett, Christopher B. & Okello, Grace V. (2011) "Economic and Geographic Drivers of Wildlife Consumption in Rural Africa." *PNAS*, 108 (34): 13931-36.
- Collier, Paul (2007) "Poverty Reduction in Africa." *Proceedings of the National Academic of Sciences*, 103 (43): 16763-68.
- Doss, Cheryl R., McPeak, John G. & Barrett, Christopher B. (2008) "Interpersonal, Intertemporal and Spatial Variation in Risk Perceptions: Evidence from East Africa." *World Development*, 36 (8): 1453-68.
- Hrsmar, Mats. (2010) "Understanding Poverty in Africa." *Current Africa Issues*, 44: 1-58.
- Huysentruyt, Marieke, Barrett, Christopher B. & McPeak, John G. (2009) "Understanding Declining Mobility and Interhousehold Transfers Among East African Pastoralists." *Economica*, 76 (302): 315-36.
- Little, Peter D., McPeak, John G. & Barrett, Christopher B. (2008) "Challenging Orthodoxies: Understanding Poverty in Pastoral Areas of East Africa." *Development and Change*, 39 (4): 587-611.
- Marenya, Paswel P. & Barrett, Christopher B. (2009) "Soil Quality and Fertilizer Use Rates Among Smallholder Farmers in Western Kenya." *Agricultural Economics*, 40 (5): 561-72.
- Marenya, Paswel P. & Barrett, Christopher B. (2009). "State-Conditional Fertilizer Yield Response on Western Kenyan Farms." *American Journal of Agricultural Economics*, 91(4): 991-1006.
- Mbirimtengerenji, Noel D. (2007) "Is HIV/AIDS Epidemic Outcome of Poverty in Sub-Saharan Africa?" *The Croatian Medical Journal*, 48 (5):605-17.
- Minten, Bart & Barrett, Christopher B. (2008) "Agricultural Technology, Productivity and Poverty in Madagascar." *World Development*, 36 (5): 797-822.
- Moser, Christine M., Barrett, Christopher B. & Minten, Bart. (2009) "Spatial Integration at Multiple Scales: Rice Markets in Madagascar." *Agricultural Economics*, 40 (3): 281-94.
- Mude, Andrew G., Barrett, Christopher B., McPeak, John G., Kaitho, Robert & Kristjanson, Patti. (2009) "Empirical Forecasting of Slow-Onset Disasters for Improved Emergency

Response: an Application to Kenya's Arid North." *Food Policy*, 34 (4): 329-39.

Mwabu, Germano & Thorbecke, Erik. (2004) "Rural Development, Growth and Poverty in Africa." *Journal of African Economies*, 13(suppl 1): i16-i65.

Olusanya, Ajakaye, & Christopher, Barrett B. (2009) "Risk, Knowledge, and Health in Africa: Introduction to the Symposium." *African Development Review*, 21 (1): 1-4.

Onyeiwu, Steve, Lorgulescu, Raluca & Polimeni, John M. (2009) "Structural Adjustment Intensity, Vulnerability and Poverty in Africa: Evidence from a Nigeria Village." *Journal of Developing Societies*, 25(1): 27-55.

Santos, Paulo & Barnett, Christopher B. (2011) "Persistent Poverty and Informal Credit." *Journal of Developing Economies*, 96 (2):337-47.

Stifel, David., Forster, Felix. & Barrett, Christopher B. (2010) "The Evolution of Groupwise Poverty in Madagascar 1999-2005." *Journal of African Economies*, 19 (4):559-604.

Vanderpuye-Orgle, Jacqueline & Barrett, Christopher B. (2009) "Risk Management and Social Visibility in Ghana." *African Development Review*, 21 (1): 5-35.

Vila, Kira M., Barrett, Christopher B. & Just, David R. (2011) "Whose Fast and Whose Feast? Intrahousehold Asymmetries in Dietary Diversity Response Among East African Pastoralists." *American Journal of Agricultural Economies*, 93 (4):1062-93.

### **VHS/DVD/ONLINE VIDEOS**

Films from the Humanities and Sciences, (2005) "Growth and Development" Princeton, NJ.

Films from the Humanities and Sciences, (2004) "Africa: In Defiance of Democracy" Princeton, NJ.

The Media Guild (2009) "The Poverty Complex." Third World Development Series, San Diego, CA .

Talking Eyes Media, (2010) "Building Bayelsa: A Visionary Direction for Nigeria's Future." Montclair, NJ.

Talking Eyes Media, (2008) "Curse of the Black Gold: 50 Years of Oil in the Niger Delta." Montclair, NJ.

International Monetary Fund, (2001) "Uganda: A Different Drummer." IMF Publication Services, Washington D.C.

International Monetary Fund, (2000) "The Fabric of Reform." IMF Publication Services, Washington D.C.

International Monetary Fund, (1996) "Pathway to Growth." IMF Publication Services, Washington D.C.

Wide Angle, (2009) "Education Around the World." PBS Publication, U.S.

YouTube videos about Poverty in Africa, Various Videos available online.

## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors? students in other majors? liberal studies?) Explain why this content cannot be incorporated into an existing course.**

Poverty in Africa has been designed as a complement to ECON 339 Economic Development I. It provides students with an opportunity to more deeply understand the causes and consequences of poverty in the context of several specific African countries.

The course would be an elective course for majors and an elective course for non-majors, including students pursuing the Pan-African Studies (PAS) and Economics minors.

This course has been proposed for inclusion into the Liberal Studies Global and Multicultural Awareness course list.

This course develops a thorough understanding of poverty in Africa that is not possible in our Economic Development course that deals with economic development in many continents and in many dimensions. This course provides a more ample opportunity for students to acquire a more complete understanding of African economic development through the prism of African poverty.

Students are expected to learn about economic growth, market power and diffusion of economic prosperity in Africa. Students also will learn the social, political and economic developments aimed at providing a platform to investigate African poverty. This course discusses how economic freedom is essential in alleviating poverty.

- A2 Does this course require changes in content of existing courses? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course does not require changes in any other course in the department.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering (semester/year and number of students).**

This class was first offered as a special topics course under the ECON 281 course designation in Spring 2010, and twenty-six students registered for it. Based on the feedback of the students, some minor modifications were made. The course then was offered in Spring 2011, and twenty-nine students registered for it. Some additional minor modifications were made based on the feedback of the students. Finally, the course was offered in Spring 2012, and twenty-five students registered for it. Each time the class has been offered, student comments have been positive. The majority of students in the class

have tended to be economics majors, economics minors or Pan-African Studies minors, though it is open to any student who has satisfied the prerequisite course requirement. All of the students have previously completed ECON 101 Basics of Economics, ECON 121 Principles of Macroeconomics, or ECON 122 Principles of Microeconomics. The enrollment in the Department of Economics has remained robust. If passed, this course is expected to be included in the Pan-African Studies program. Hence, it is anticipated that enrollment in Poverty in Africa will remain very robust with future offerings.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This course is not intended to be dual level.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course is not to be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

This course is unique in design because it combines classroom instruction and a hands-on research project on African economy. Typically, institutions offer Economics of Poverty courses focusing only on the U.S. economy or focusing on poverty around the world. To my knowledge a course entitled Economics of Poverty focusing on the U.S. economy is offered in Ohio at Kent State University. Another course, focusing on world poverty and entitled Global Poverty, is offered at Rutgers, the State University of New Jersey.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

No professional society recommends or requires the content or skills of this proposed course. There is no accrediting authority, law or other external agency for economics.

### **Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

This course will be taught by one instructor.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other**

departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).

The content of this course does not overlap with any other department at the University. Please see the attached memoranda regarding the anticipated role of this course in the Pan-African Studies program.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.**

This course is not cross-listed.

- B4 Will seats in this course be made available to students in the School of Continuing Education? Continuing Education students may enroll, even though no seats are specifically available.**

### **Section C: Implementation**

- C1 Are faculty resources adequate? If you are requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make his possible? Please specify how preparation and equated workload will be assigned.**

The current resources of the Department of Economics are adequate to teach this course. No new faculty member is required to teach this course. This course will be counted as one preparation and three hours of equated workload.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy. Reply in terms of the following:**

**Space:** Current space allocations are adequate to offer this course.

**Equipment:** No special equipment is needed to offer this course.

**Laboratory Supplies, etc.:** No laboratory supplies are needed to offer this course.

**Library Materials:** Library holdings are adequate.

**Travel Funds:** No travel funds are necessary to offer this course.

- C3 Are there any resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

None of the resources for this course are funded by a grant.

**C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered annually, likely in the spring semester.

**C5 How many sections of this course do you anticipate offering in any single semester?**

One section of this course will be offered in any single semester.

**C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

Up to 35 students can be accommodated in this course, depending on the maximum seats in the classroom.

**C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

No professional society recommends enrollment limits or parameters for this course.

**C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

This course does not involve the use of distance education.

**Section D: Miscellaneous**

**Include any additional information valuable to those reviewing this new course proposal.**



## Assignment Instructions & Grading for two of the Major Course Assignments

Class Applications (CA) and the Country Report Project (CRP) are major components of the course grading.

### Part 1: Class Applications

The following questions are two sampling of class application assignment questions given out to students. These questions were chosen specifically to give examples of direct matches to the EUSLOs for both the Global Citizenship and Quantitative Reasoning competencies.

#### Class Application #1: 30 points

- (10. 0 pts) Name and locate the 54 countries on this African map.

www.graphicmaps.com

Africa

Name the Country!

1 _____	15 _____	29 _____	43 _____
2 _____	16 _____	30 _____	44 _____
3 _____	17 _____	31 _____	45 _____
4 _____	18 _____	32 _____	46 _____
5 _____	19 _____	33 _____	47 _____
6 _____	20 _____	34 _____	48 _____
7 _____	21 _____	35 _____	49 _____
8 _____	22 _____	36 _____	50 _____
9 _____	23 _____	37 _____	51 _____
10 _____	24 _____	38 _____	52 _____
11 _____	25 _____	39 _____	53 _____
12 _____	26 _____	40 _____	54 _____
13 _____	27 _____	41 _____	
14 _____	28 _____	42 _____	

2. (10.0 pts) Write in the *capital cities* of the 54 countries that you have chosen from Question #1 on this African map below.

## MAP OF AFRICA



3. (5.0 pts) Find the following information about Africa: GDP, Population, GDP per capita and their respective growth rates. Provide the most recent data that you can find.
4. (5.0 pts) Name the five regions in Africa including their population, GDP and GDP per capita and their respective growth rates. Provide the most recent data that you can find.

**Class Application #2: 30 points**

1. **(2.0 pts)** Per capita average annual growth rates of GDP in the world increased from the period 1965-73 to the period 1973-80
  - a. True
  - b. False
  
2. **(2.0 pts)** The average annual growth rates of per capita private consumption in the world increased from the period 1965-73 to the period 1973-80
  - a. True
  - b. False
  
3. **(2.0 pts)** Per capita GDP in the world were worsen between the periods 1980-90 and 1980-97 than per capita private consumption during the same period
  - a. True
  - b. False
  
4. **(2.0 pts)** The average annual growth rates of GDP for the period 1990-97 in SSA were positive for the following countries except:
  - a. Chad
  - b. Cameroon
  - c. Mali
  - d. Kenya
  - e. None of the Above
  
5. **(2.0 pts)** The highest and lowest average annual growth rates of GDP for the period 1990-97 in SSA were achieved by for the following two countries:
  - a. (Sudan; Rwanda)
  - b. (Ghana; Congo DR)
  - c. (Uganda; Congo DR)
  - d. (Sudan; Sierra)
  - e. (Sudan; Congo DR)
  
6. **(2.0 pts)** Which region is lagging behind in the fertilizer consumption:
  - a. Africa
  - b. Latin America
  - c. South Asia
  - d. East Asia
  
7. **(2.0 pts)** Which region is lagging behind in the food production:
  - a. Africa
  - b. Latin America
  - c. South Asia
  - d. East Asia

8. **(2.0 pts)** Using table 6.2a on page 43 of your textbook compute the percentage change of the following agricultural indicators between the period 1979-81 and 1995-97 for Sub-Saharan Africa, Latin America & Caribbean and for South Asia:
  - a. Irrigated land
  - b. Fertilizer consumption
  - c. Food production index
  - d. Cereal yield
  
9. **(2.0 pts)** List two domestic policies and two external policies that can be implemented to reduce poverty in Africa
  
10. **(3.0 pts)** List two economic reforms promoting pro-poor growth in Africa
  
11. **(3.0 pts)** List two reforms protecting adequately the poor in Africa
  
12. **(6.0 pts)** List five determinants of growth of GDP per capita in Sub-Saharan Africa causing poor or negative economic growth in Africa (Hint: look at the factors listed in Table 6.1). Briefly explain how each factor increase poverty in Africa

**Part II: Country Report Project: 100 points – CRP Grading rubric as follows**

**1. Guideline for the Country Report Project (CRP):**

Assume that you are an economic advisor for the President of a country in Africa. The President would like to implement policies to reduce poverty in the country. The president has asked you to prepare for him/her a brief but comprehensive economic and social report on poverty in the country.

- a. **(5.0 pts)** Choose any four among the countries in Africa (i.e. a World Bank list of African countries is provided on the next page). Rank the four in order of your preference. Every effort will be made to assign to you the country of your first choice. In the event that too many students choose a given, however, they would be assigned their second-or third -or fourth choice. → **Due date: Tuesday 1/27.**
  
- b. **(20.0 pts)** Turn in a hand-drawn map showing the geographical location and major economic attractions of your assigned country with an indication of the neighboring countries on your map and an outline of your CRP project. → **Due date: Thursday 2/16**

- c. (50.0 pts) Write a ***ten-to-fifteen pages report*** without the abstract and the reference pages (single or double space) on the African country you have been assigned as the subject of your country study paper. The study should cover items such as the country's socio-economic fact sheet, per capita GDP, poverty line, primary causes and solutions of poverty, and any other pertinent information related to poverty in the country.
- d. (10.0 pts) What recommendations would you make to the President based on the findings of your CRP in eradicating poverty in the country? Be sure to include at least three to six major policies that will effectively fight poverty and substantially reduce it
- e. (15.0 pts) The format (spelling, punctuation, capitalization, consistent verb tense and complete sentences), of your CRP must include an abstract, an introduction, a conclusion and references of the materials included in the paper.
2. **The final report of your CRP is due in class (hard copy) and by EMAIL (electronic copy) on Thursday 3/29**
3. **References/Bibliography**: There should be a citation of the sources of the materials included in your country-study report. These references should also be provided at the end of the paper.
4. **Class Presentation of the Country Report Project**: Every Thursday, three to four students will present their project in class using PowerPoint and ***lead the class discussion*** about it. Each student will get ***5 – 10 minutes*** to present their project.
5. **Assistance/Help**: I will be very happy to read the early draft of your project. If you have any question or if you need any assistance or help, please feel free to see me.

*Selected World Development Indicators 2010*

## Classification of economies by region and income, FY2010

<b>North Africa</b>		<b>Sub-Saharan Africa (Continued)</b>	
Algeria	UMC	Madagascar	LIC
Egypt, Arab Rep. of	LMC	Malawi	LIC
Libya	UMC	Mali	LIC
Morocco	LMC	Mauritania	LIC
Tunisia	LMC	Mauritius	UMC
		Mayotte	UMC
		Mozambique	LIC
<b>Sub-Saharan Africa (SSA)</b>		Namibia	UMC
Angola	LMC	Niger	LIC
Benin	LIC	Nigeria	LMC
Botswana	UMC	Rwanda	LIC
Burkina Faso	LIC	São Tomé and Príncipe	LMC
Burundi	LIC	Senegal	LIC
Cameroon	LMC	Seychelles	UMC
Cape Verde	LMC	Sierra Leone	LIC
Central African Republic	LIC	Somalia	LIC
Chad	LIC	South Africa	UMC
Comoros	LIC	Sudan	LMC
Congo, Dem. Rep. of	LIC	Swaziland	LMC
Congo, Rep. of	LMC	Tanzania	LIC
Côte d'Ivoire	LMC	Togo	LIC
Eritrea	LIC	Uganda	LIC
Ethiopia	LIC	Zambia	LIC
Gabon	UMC	Zimbabwe	LIC
Gambia, The	LIC		
Ghana	LIC		
Guinea	LIC		
Guinea-Bissau	LIC		
Kenya	LIC		
Lesotho	LMC		
Liberia	LIC		

This table classifies all World Bank member economies and all other economies with *populations of more than 30,000*. Economies are divided among income groups according to *2008 GNI per capita*, calculated using the World Bank Atlas method.

The groups are *Low Income Countries (LIC)*, \$975 or less; *Lower Middle Income Countries (LMC)*, \$976–3,855; *Upper Middle Income Countries (UMC)*, \$3,856–11,905; and *High Income Countries (HIC)*, \$11,906 or more.

*Source:* World Bank data.

## **Liberal Studies Course Approval General Information**

1. Economics 338 (ECON 338) is a single-instructor course. It will count as a controlled elective option for economics majors, as well as economics and Pan-African Studies (PAS) minors, and for students in various other programs. The Economics Department will assure that the instructor meets its objectives, content, assignments, and evaluation by holding regular discussions on these matters at department meetings as well as through the program-level assessment of student learning.

2. ECON 338 will include perspectives and experiences of diverse peoples and cultures, including ethnic and racial minorities and women. Much of the socioeconomic analysis and modeling of African poverty is applicable across many African countries and practices. Care will be taken to help students not only examine African poverty through a non-Western, less developed African country perspective, but to also try to look at topics of debate about global economic poverty from the perspective of a Western, developed country. For instance, students will be introduced to human rights and environmental issues related to poverty in both Africa and some selective developed countries.

3. Students in ECON 338 will be assigned several outside readings, usually consisting of collections of articles from various sources pertaining to current issues related to African poverty. Specific examples may include articles from sources such as the *Journal of African Economies*, *African Development Review*, *The Economist*, *Finance and Development*, *Journal of Developing Economies*, *World Development*, and news articles from the U.S. national news sources (World News section) such as *The New York Times*, and *The Wall Street Journal*.

4. This course is not required of all majors in the department. This course does require prior completion of the Basics of Economics or Principles of Macroeconomics or Principles of Microeconomics to establish fundamental economic language and theory from which this course will continue to build. This course does not serve as a prerequisite for any subsequent IUP economics course.

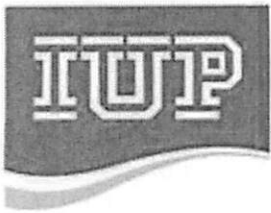
## Checklist for Global and Multicultural Awareness Course Proposals

1.   X   Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2.   X   Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3.   X   Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4.   X   Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
5.   X   Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
6.   X   Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
7.   X   Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
8.   X   Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

**If this is a course revision** (p. 18 UWUCC Handbook)

9.   X   Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
10.   X   Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
11.   X   The old syllabus of record.
12.   X   Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook)





Indiana University of Pennsylvania  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Pan-African Studies Program  
Sutton Hall, Room 465  
1011 South Drive  
Indiana, PA 15705-1045

P: 724-357-2325  
F: 724-357-1268

February 14, 2013

To whom it may concern:

The Pan-African Studies Program is pleased to support the proposal of the economics course Poverty in Africa. This course was successfully taught as an ECON 281 Special Topics courses at least twice. The Pan-African Studies Program welcomes this course and plans to have it count toward the minor in Pan-African Studies once it is established.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Marveta Ryan-Sams". The ink is dark and the signature is fluid and legible.

Marveta Ryan-Sams  
Coordinator of Pan-African Studies