Document N: Course and Program Development:

IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

- [ ] LAW
- [ ] MSB
- [ ] CAS
- [ ] CPA

**SCHOOL:**

**CONTACT NAME:** Donald Haynes

**DEPARTMENT/DIVISION:** College of Public Affairs

**DATE PREPARED:** 10/24/11

**PROPOSED SEMESTER OF IMPLEMENTATION:**

- [ ] fall
- [ ] spring

**TYPE OF ACTION:**

- [ ] add (new)
- [ ] deactivate
- [ ] modify
- [ ] other

**LEVEL OF ACTION:**

- [ ] noncredit
- [ ] undergraduate
- [ ] graduate
- [ ] other

**ACTION BEING REQUESTED** (select one category, either Course Actions or Program Actions):

- [ ] COURSE ACTIONS
- [ ] PROGRAM ACTIONS

**Original Subject Code/Course Number:**

GGHS-605

**Original Course Title:**

New Approaches to Economic and Social Development

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

### COURSE ACTIONS

- 1. Experimental Course
- 2. Course Title
- 3. Course Credits
- 4. Course Number
- 5. Course Level
- 6. Pre- and Co-Requisite
- 7. Course Description
- 8. New Course
- 9. Deactivate Course
- 22. Other

### PROGRAM ACTIONS

- 10. Program Requirements
- 11a. Undergraduate Specialization (24 credits or fewer)
- 11b. Master's Specialization (12 credits or fewer)
- 11c. Doctoral Specialization (18 credits or fewer)
- 12. Minor (add or delete)
- 13. Closed Site Program
- 14. Program Suspension
- 15. Program Reactivation
- 16a. Certificate Program (UG/G) exclusively within existing degree program
- 16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
- 17. Off-Campus Delivery of Existing Programs
- 18a. Undergraduate Concentration (exceeds 24 credits)
- 18b. Master's Concentration (exceeds 12 credits)
- 18c. Doctoral Concentration (exceeds 18 credits)
- 19. Program Title Change
- 20. Program Termination
- 21. New Degree Program
- 22. Other

**ADDITIONAL DOCUMENTATION** (check all appropriate boxes of documents included; review the list of necessary documents):

- [ ] summary proposal (O)
- [ ] course definition document (P)
- [ ] full five-page MHEC proposal (Q)
- [ ] financial tables (MHEC) (R)
- [ ] other documents as may be required by MHEC/USM (S)
- [ ] other (T)
**IMPACT REVIEW** (review the list of necessary signatures):

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**APPROVAL SEQUENCE** (review the list of necessary signatures):

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<td>A. Department/Division (Chair)</td>
<td>Laura A. Nelson-Gentry</td>
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<td>B. General Education (for No. 7, 8)</td>
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<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>Heather Brown</td>
<td>12/1/11</td>
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<td>D. Dean</td>
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<td>Beverly Schneller</td>
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<td>H. President</td>
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<td>Required only if the University's mission is changed by the action</td>
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\(^1\) University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL
See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW
CONTACT NAME: Donald Haynes
PHONE: 
DEPARTMENT/DIVISION: College of Public Affairs
DATE PREPARED: 10/24/11
PROPOSED SEMESTER OF IMPLEMENTATION: fall
YEAR: 2012

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

☑ COURSE ACTIONS

Original Subject Code/Course Number:
GGHS-605
Original Course Title:
New Approaches to Economic and Social Development

☑ PROGRAM ACTIONS

Original Program Title:

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

COURSE ACTIONS

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☑ 2. Course Title
☑ 3. Course Credits
☑ 4. Course Number
5. Course Level
6. Pre- and Co-Requisite
☑ 7. Course Description
☑ 8. New Course
9. Deactivate Course
22. Other

PROGRAM ACTIONS

10. Program Requirements
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20. Program Termination
21. New Degree Program
22. Other

For changes to existing courses:

OLD TITLE

NEW TITLE

SUBJECT CODE/COURSE NO. CREDITS
SUBJECT CODE/COURSE NO. CREDITS
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

This course critically examines innovative and effective strategies for addressing a variety of social, economic, demographic, urban, ecological, and institutional issues in selected nations in Asia, Africa, Latin America and the islands of the Atlantic and Pacific Oceans.

The varied working definitions of "development" will be reviewed using multiple case studies drawn from the work of the World Bank, Asian and African Development Banks, the Inter-American Development Bank; the work of Muhammad Yunus and the Grameen Bank; the work of multilateral organizations like the United Nations Development Program and a variety of Non-Governmental Organizations such as the Institute for International Education, the Academy of Educational Development, the Worldwatch Institute and others.

Theories of development, political economy and local community development will also be examined and critiqued.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

Course is required for all students in Global Governance and Human Security.

Summer 2010
1. DATE PREPARED
October 24, 2011

2. PREPARED BY
Donald Haynes

3. DEPARTMENT/DIVISION
College of Public and International Affairs

4. COURSE NUMBER(S) with SUBJECT CODE(S)
GGHS 605

5. COURSE TITLE
New Approaches to Economic and Social Development

6. CREDIT HOURS
3 Credit Hours

7. CATALOG DESCRIPTION: This course critically examines innovative and effective strategies for addressing a variety of social, economic, demographic, urban, ecological, and institutional issues in selected nations in Asia, Africa, Latin America and the islands of the Atlantic and Pacific Oceans. The varied working definitions of “development” will be reviewed using multiple case studies drawn from the work of the World Bank, Asian and African Development Banks, the Inter-American Development Bank; the work of Muhammad Yunus and the Grameen Bank; the work of multilateral organizations like the United Nations Development Program; and a variety of Non-Governmental Organizations such as the Institute for International Education, the Academy of Educational Development, the Worldwatch Institute and others. Theories of development, political economy and local community development will also be examined and critiqued.
8. PREREQUISITES

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

This course is designed to accompany courses on International Public Policy and International Political Economy to emphasize for students integral relationships among cultural, social, economic and political institutions and development.

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

N/A

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry)

This course is proposed as a seminar course

12. FACULTY QUALIFIED TO TEACH COURSE

Dr. Lenneal Henderson, Distinguished Professor of Public and International Affairs, the College of Public Affairs, The University of Baltimore

13. CONTENT OUTLINE

1) Introduction to Concepts of Social and Economic Development
2) A Brief Historical Framework for Social and Economic Development Issues and Dynamics
3) Key Multilateral Organizations and Institutions Currently Involved in Development: the World Bank, the International Monetary Fund, the United Nations, the regional development banks; novel banking and microfinance institutions such as the World Bank; global foundations; regional trading groups such as ASEAN, the Latin American Free Trade Organization; NEPAD, ECOWAS Non-Governmental Organizations; nation-states and American, European and Japanese economic interventions through such initiatives as the Millennium Fund; a variety of European funding regimes and the economic activity of the Japanese and People's Republic of China (2-3 class sessions)
4) Traditional Social and Economic Development Strategies in the Post-Colonial Period
5) Innovative Social Development strategies such as demographic control; maternal and child care, cultural development
6) Innovative Economic Development strategies through urban development, rural agricultural development, and microfinance
7) Family-oriented development strategies such as maternal and child care, nutrition and educational development;
8) Ecological and natural resource development through water, air and soil conservation; nature conservancies; renewable energy development in Brazil, India, Tanzania and Morocco;
9) Transportation and infrastructure development: water, sewer, sanitation, irrigation;
10) Educational development from early childhood to post-secondary education
11) Research and development activities as social and economic development strategies such as the Tata Energy Institute in India; the Eastern and Southern African Management Institute in Arusha, Tanzania; the agricultural cooperative research initiatives of Malaysia, Thailand and Vietnam and food research activities funded by the United Nations Food and Agriculture Organization.
12) Integrating social and economic development through systems and network strategies and public policy.

Summer 2010
14. LEARNING GOALS

1) To develop student awareness of the many definitions of social and economic development;
2) To develop student ability to identify the types and roles of national and multilateral institutions involved in social and economic development;
3) To build student capacity to assess the efficacy of innovative economic and social development using evaluation, basic economic and policy research and existing databases of organizations like the United Nations, World Bank, Population Reference Bureau and national data sources; and
4) To identify career and professional opportunities in social and economic development

15. ASSESSMENT STRATEGIES

1) To assess student awareness and knowledge of key concepts of development;
2) To assess student awareness and knowledge of key institutions involved in development through written assignments, team assignments and tests; and
3) To assess the capacity of students to utilize existing data on social and economic development to propose written evaluation strategies and the construction and use of several indices of social and economic development.

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

Muhammad Yunus. Banker to the Poor
The United Nations Development Program. Human Development Index 2011

17. SPECIAL GRADING OPTIONS (if applicable)

TBA

18. SUGGESTED CLASS SIZE:

20-25

19. LAB FEES (if applicable)