

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Don Haynes	<b>Phone:</b> x6196
<b>DEPARTMENT / DIVISION:</b> School of Public Affairs		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N action item from Box 3 below and program name OR course name, code, & number as applicable): Creation of a new class – GVPP 284 Politics in Comparative Perspective—to serve as a General Education course in Government and Public Policy		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2010 <i>per MP</i>		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/> X	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/> X	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course <sup>1</sup>	N, O, P	a, c, e	AC
	2. Course Title	N, O		ABCD
	3. Course Credits	N, O, (P)		ABCD
	4. Course Number	N, O		ABCD
	5. Course Level	N, O		ABCD
	6. Pre & Co-Requisite	N, O		ABCD
	7. Course Description	N, O, P		ABCDEF
X	8. New Course	N, O, P		ABCDEF
	9. Deactivate a Course	N, O		ABCDEF
	10. Program Requirements	N, O	(b, c, d, e)	ABCDEF
	11a. UG Specialization (24 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	N, O	a, b, e	ABCDEF
	12. Minor (add or delete)	N, O	a, b, c, d, e	ABCDEF
	13. Closed Site Program	N, O	e	ABCDHIK
	14. Program Suspension	N, O, S	a, e	ABCDEFGIK
	15. Program Reactivation	N, O		
	16a. Certificate Program (ug/g) exclusively within existing degree program	N, O	a, c, e	ABCDEFHIK
	16b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	N, O, Q, R, S	a, c, e	ABCDEFHJL
	17. Off-Campus Delivery of Existing Program	N, O, S	a, b, c, e	ABCDHIL
	18a. UG Concentration (exceeds 24 credit hrs)	N, O, S	a, c, d, e	ABCDEFGHJL
	18b. Masters Concentration (exceeds 12 credit hrs)	N, O, S	a, c, d, e	ABCDEFGHJL
	18c. Doctoral Concentration (exceeds 18 credit hrs)	N, O, S	a, c, d, e	ABCDEFGHJL
	19. Program Title Change	N, O, S	a, c, d, e	ABCDEFGHJL
	20. Program Termination <sup>2</sup>	N, O, S	d, e	ABCDEFGHIK
	21. New Degree Program <sup>3</sup> ,	N, O, Q, R, S	a, c, d, e	ABCDEFGHJL
	22. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
X	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal	R. Financial Tables (MHEC)	
X	P. Course Definition Document	S. Other documents as may be required by MHEC/ USM. See <a href="http://www.ubalt.edu/downloads/program_approval_Grid_8-3-09.docx">http://www.ubalt.edu/downloads/program_approval_Grid_8-3-09.docx</a>	

<sup>1</sup> Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.  
<sup>2</sup> See USM Policy on the Review and Abolition of Academic Programs (<http://www.usmd.edu/regents/bylaws/SectionIII/III702.html>) for list of information that must be provided for this action.  
<sup>3</sup> Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> x <b>Contact Name:</b> Don Haynes <b>Phone:</b> x6196
<b>DEPARTMENT / DIVISION:</b> School of Public Affairs
<b>SHORT DESCRIPTION OF PROPOSAL</b> (State Document N action item from Box 3 and program name OR course name, code, & number as applicable): create a new Gen Ed Class GVPP 284: Politics in Comparative Perspective
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> X Spring <input type="checkbox"/> Year: 2010

<b>Box 5: IMPACT REVIEW</b>	<b>SIGNATURES</b> (see procedures for authorized signers)	<b>DATE</b>
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

<b>Box 6: APPROVAL SEQUENCE</b>	<b>APPROVAL SIGNATURES</b>	<b>DATE</b>
A. Department / Division	Chair: <i>Laura C. Wilson Genery</i>	10/8/09
B. General Education (as required for #7, #8)		
C. Final faculty review body within each School	Chair: <i>Margaret J. Pettker</i>	10/23/09
D. College Dean	Dean: <i>Luz W. T...</i>	10/27/09
E. Provost and Senior Vice President for Academic Affairs	Provost: <i>J. W...</i>	11/3/09
F. Curriculum Review Committee (UFS subcommittee)	Chair:	
G. University Faculty Senate (UFS option)	Chair:	
H. University Council <sup>4</sup>	Chair:	
I. President	President:	
J. Board of Regents – notification only		
K. Board of Regents – approval		
L. MHEC – notification only		
M. MHEC – approval		
N. Middle States Association notification	Required only if the mission of the University is changed by the action	

<sup>4</sup> University Council *review* (for a 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.

## UNIVERSITY OF BALTIMORE

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Don Haynes	<b>Phone:</b> 6196
<b>DEPARTMENT / DIVISION:</b> School of Public Affairs		
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<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2010		

O-1: Briefly describe what is being requested:

Creation of a new course: GVPP 284. Politics in Comparative Perspective so serve as a general introduction to political science and to comparative political systems for first and second year students.

For new courses or changes in existing courses (needed by Registrar)

<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> Politics in Comparative Perspective	<b>Course # / HEGIS Code:</b> GVPP 284	<b>Credits:</b> 3

O-2: Set forth the rationale for the proposal:

UB has no general introduction to Political Science to serve General Education Community. This course will fill the gap. It will also serve as a pre-requisite for the Bachelor's degree in International Studies

## University of Baltimore

**DOCUMENT P: Required Format for Course Definition Document**

See Course and Program Development Policy and Procedures for Instructions

Include items one through 17 or 18 in your course definition using as much space as needed.

1. Date Prepared September 1, 2009
2. Prepared by Don Haynes
3. Department/Division School of Public Affairs
4. Course Number(s), GVPP 284
5. Course Title Politics in Comparative Perspective
6. Credit Hours 3
7. Catalog Description (Paragraph should reflect general aims and nature of the course)

Politics in Comparative Perspective is designed to introduce students to the study of politics and Political Science. The course covers basic concepts in Comparative Politics including ideologies, political behavior, and political institutions. These concepts are used to explore the political experiences of representative countries from the Western Democratic, Transitional, and Developing worlds. Coverage is also given to the impact of globalization on selected countries. Specific countries covered will vary with instructor.

8. Prerequisites none
9. Course Purpose (How the course is to be used in the curriculum, e.g, required for major)

General Education Course ; major requirement *also*.

10. General Education area, if applicable (i.e., social sciences, humanities, science, etc.)

Social Sciences

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. Check with your dean's office if you are unsure of the correct entry.

Lecture

12. Faculty qualified to teach the course

Haynes, Swaim, Henderson, Willis

13. Content Outline

## Sample Outline

1. Introduction: The Study and Methodology of Comparative Politics
- 2 Ideologies and Belief Systems
3. Political Behavior 1: culture and public opinion
4. Political Behavior 2: Parties and Interest Groups
5. Institutions 1: Legislatures and Executives
6. Institutions 2: Courts and Bureaucracies
7. Democracies: Britain and France
8. Democracies: France and Germany
9. Transitional States: Russia
10. Transitional States: China
11. Politics of Developing Nations
12. Developing Nations: Mexico
- 13 Developing Nations: Iran
14. International Relations

### 14. Learning Goals

Upon completion of the course, students will be able to

define the core concepts of Political Science  
 employ methodologically sound comparative analyses  
 describe the primary political and institutional patterns of core demographic, transitional, and developing countries  
 analyze key events and predict their impact  
 evaluate how external relations and events drive internal politics.

### 15. Assessment Strategies

### 16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc., that student must purchase

There are hundreds of suitable texts and supplemental readings. Two examples are:

Marcus E. Ethridge and Howard Hanleman: Politics in a Changing World (4th edition)

Charles Hauss Comparative Politics: Domestic Responses to a Changing World

### 17. Suggested class size 25

### 18. Lab Fees (when applicable) none

Effective Date: September 11, 2006, Revised 2/4/09  
 Reviewed by: University Faculty Senate

UNIVERSITY OF BALTIMORE  
COLLEGE OF LIBERAL ARTS

General Education Review Form

<b>Name of Course: GVPP 284: Politics in Comparative Perspective</b>
<b>General Education Review Category: Social and Behavioral Sciences</b>
<b>Course Learning Goals</b>
Learning Goal: define the core concepts of Political Science
Assessment Strategy: tests and quizzes
Learning Goal: employ methodologically sound comparative analyses
Assessment Strategy: tests, major comparative paper
Learning Goal: describe the primary political and institutional patterns of core demographic, transitional, and developing countries
Assessment Strategy: tests and quizzes
Learning Goal: analyze key events and predict their impact
Assessment Strategy: quizzes, discussion of current events
Learning Goal: evaluate how external relations and events drive internal politics.
Assessment Strategy: tests, quizzes, discussion of current events

**UB Learning Goals for Social and Behavioral Sciences**

Social and Behavioral Science General Education courses enable students to demonstrate:

1. an understanding that human conduct and behavior more generally are subject to scientific inquiry
2. an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions
3. knowledge of the broad spectrum of fundamental major concepts, models and issues within the field of study.
4. an understanding of the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.
5. an understanding of the methods social scientists use to explore social phenomena.
6. an understanding of the quantitative, qualitative, normative, and abstract models used to analyze past and present behavior of individuals, groups, institutions and societies to identify and evaluate solutions to personal, cultural, societal, national and global problems.

## **UB Undergraduate Learning Goals**

1. Communicating effectively in various media
2. Developing a knowledge and skills base
3. Engaging with others to take responsibility for our local and global communities
4. Growing in enthusiasm for the pursuit of excellence throughout a lifetime of learning
5. Maturing in interpersonal behavior and professional conduct
6. Thinking critically and creatively, analyzing and synthesizing information to solve problems
7. Attaining quantitative and scientific knowledge and skills

### **Describe how the learning goals of this course substantially meet these learning goals:**

In relation to Social and Behavioral Science General Education learning goals:

The first half of the class introduces students to the way social scientists study other political systems. Discussion focuses on the primary methodologies – in depth case study, comparative case study, and statistical – and on the interaction of the primary cultural, behavioral, and institutional elements of the system. Concepts and models relevant to each element as well as external constraints and drivers are introduced. Theories of modernization, democratization, and development are explored to show how different systems cope with change over time.

In relation to UB Undergraduate Learning Goals..

Politics in Comparative Perspective directly address the 3 critical goals mentioned in the following section: cultural literacy, interconnectedness, and analysis of complex problems. Cultural literacy is advanced through the application of concepts to exemplar countries selected from the Advanced Industrial, Transitional, and Developing Worlds. Political culture, political behavior, and institutional arrangements are explored in a select set of countries. The systems framework, which explores the interaction of culture, behavior, and institutions, demonstrates the interconnectedness of all elements as well as the interconnectedness of other countries and the international system. Furthermore, the class focuses on how this interaction produces political and policy outcomes unique to those systems. The systems framework demonstrates the limits of reductionist analysis demonstrating the complexity of political life in the modern era. The class also relies on the use of scientific reasoning to explore issues and problems. Students enhance their communication skills through discussion and writing.

## **Relationship of UB Learning Goals to UB Social and Behavioral Sciences Learning Goals**

The University of Baltimore Undergraduate Learning Goals (February 10, 2006) provide a broad mosaic of goals woven together into a fabric forming the totality of an undergraduate Bachelors degree. Due to the wide ranging nature of Social and Behavioral Science courses, their individual course learning objectives supplement many of the higher level goals identified by the university. Most specifically the learning goals of the general education Social and Behavioral Science courses support goals 2.d., 3.d., and 6.a. reproduced below.

### **2. Developing a knowledge and skills base**

**Definition:** The ability of students to examine and organize ways of knowing from varying perspectives and to apply them to specific issues and problems.

**Outcomes:** This set of skills is demonstrated by the ability

- d) to understand the broader societal context within which one lives and works (cultural literacy).

### **3. Engaging with others to take responsibility for our local and global communities**

**Definition:** The ability of students to make judgments with respect to individual conduct and citizenship in local and global communities.

**Outcomes:** This skill is demonstrated by the ability

- d) to understand the interconnectedness of global, local, and personal concerns.

### **4. Thinking critically and creatively, analyzing and synthesizing information to solve problems**

**Definition:** The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

**Outcomes:** This skill is demonstrated by the ability of students

- a) to analyze complex issues and make informed decisions,

## **MHEC/COMAR Guidelines for General Education in Maryland Public Institutions of Higher Education**

1. Communicate effectively in oral and written English
2. Read with comprehension
3. Reason abstractly and think critically
4. Recognize and appreciate cultural diversity
5. Understand the nature and value of the fine and performing arts



### **MHEC/COMAR Special Attributes of General Education Social and Behavioral Science Courses**

A general education course in social and behavioral sciences should provide a comprehensive survey of current concepts, issues, and theories of human behavior and experience relevant to the specific discipline (i.e. criminal justice, economics, management, political science, psychology, or sociology) and grounded in the scientific perspective and research methods from which such ideas have emerged. Although specific content may vary according to the discipline represented by a given course, major topics should include the following:

**Methods of investigation in social/behavioral sciences**

Historical and contemporary questions, issues, problems, etc., pertinent to the discipline

Effects of and relations among environmental, individual, and social factors examined by discipline

Applications of discipline-specific concepts to the analysis, understanding, and potential solution of personal, social, cultural, national, and/or international problems

### **Maryland's Attributes for Social and Behavioral Science Courses**

Social and behavioral sciences means courses that examine the ways in which individuals, groups, institutions, or segments of societies behave, function, and influence one another. They introduce students to the variety of methods to collect, analyze, interpret, and apply qualitative and quantitative data as related to social phenomena and individual behavior

General education courses in the social and behavioral sciences must better prepare students:

1. to be familiar with a broad spectrum of fundamental concepts to the disciplines represented by each of the fields studied;
2. to understand and appreciate the interaction of the numerous factors that influence individuals, cultures, society, and the natural environment;
3. to use the concepts, theories, and methods of the social and behavioral sciences to analyze individuals, groups, institutions, and societies, both past and present; and
4. to apply knowledge to identify and evaluate solutions to personal, cultural, societal, national and international problems to make responsible and informed decisions.