# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, where choices are given within categories, please DELETE those THAT DO NOT APPLY TO YOUR PROPOSAL. Do not delete numbered categories.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **INGO 301 Global Development** |  |
| [Replacing](#Ifapplicable)  | **INGO 301 Applied Development STUDIES** |
| A.2. [Proposal type](#type) | **Course: revision**  |
| A.3. [Originator](#Originator) | **Carse Ramos** | [Home department](#home_dept) | **Sociology** |
| A.4. [Context and Rationale](#Rationale)  | **The course will need one more credit hour to offer a more in-depth treatment and allow for a more holistic understanding and critique of international development. Students will write an additional case-study paper and complete a book/film project. Both of these will add greatly to the current curriculum and enhance students’ final projects, in which they are expected to design and justify a development initiative. The title will also be updated to more accurately describe the course’s focus.** |
| A.5. [Student impact](#student_impact) | **Increased understanding of global development** |
| A.6. [Impact on other programs](#impact)  | **This course is used in Global Studies and will increase the lower number in their total credits by one. Also used by the Social Studies concentration in Secondary Education and Environmental Studies, but will not affect their totals.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **none** |
| [*Library*:](#library) | **none** |
| [*Technology*](#technology) | **none** |
| [*Facilities*](#facilities): | **none** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **N/A** |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Do not delete numbered categories, just leave blank if they do not apply. Delete this whole page if the proposal does not include a new or revised course. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **INGO 301** | **INGO 301** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Applied Development** | **Global Development** |
| B.4. [Course description](#description)  |  |  |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  | **3** | **4** |
| B.8. [Credit hours](#credits) | **3** | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? | **| NO** |  |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **| NO |****category:** |  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  |  |
| B.17. [Redundancy statement](#competing) |  |  |
| B. 18. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
|  |  | Click Tab from here to add rows |

| B.19. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Introduction to the class
2. What is development?
	1. Attempts at a definition
	2. Theories and development narratives
3. Development aid logics
	1. Top-down “v.” bottom-up rationales and initiatives
4. Thinking about unintended consequences
5. Frameworks and evaluative mechanisms
	1. How do we know what we know?
	2. What is “success”?
	3. Who decides?
	4. Overview of SDGs, Social Progress Index, and Human Development Index
6. Development Institutions

a) Situating and Problematizing Bretton-Woods Institutionsb) Debt, and all that comes with it1. The universal development “subject/object”

a) Terminology and why it mattersb) Contextualizing “progress” and associated narrativesc) The development gaze1. Development, human rights, and international law

a) Overview of international lawb) Relevant legal instrumentsc) The right to development9) Global health and development10) Gender and development a) Deconstructing gender: categories of identity and categories of analysis b) Women In Development (WID) and Gender And Development (GAD) frameworks  c) Trees, education, and empowering women11) Environmental Rights and Concerns12) Conflict and development a) The chicken and the egg b) Development as a mechanism of justice seeking and reparation |
|  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Robyn Linde | Program Director of INGOS |  |  |
| Michelle Brophy-Baermann | Chair of Political Science |  |  |
| Earl Simson | Dean of FAS |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Mary Baker | Director, Environmental Studies |  |  |
| Moonsil Lee Kim | Director of Global Studies |  |  |
| Lesley Bogad | Chair Education Studies |  |  |
| Jeannine Dingus-Eason | Dean FSEHD |  |  |