# 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): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **POL 341: THE POLITICS OF DEVELOPING NATIONS** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: Revision** | | | |
| A.3. [Originator](#Originator) | **Yuree Noh** | [Home department](#home_dept) | **Political Science** | | |
| A.4. [Context and Rationale](#Rationale) | **This course addresses some of the most fundamental issues about politics and economies of the developing world: why are some nations prosperous whereas others are not? Why are some governments democratic and others authoritarian? The course not only expects students to understand the prevailing answers to the questions but also want them to learn how social scientists try to answer them and why the answers are not always satisfying. We also cover how these issues are at play in specific developing countries in Africa, Asia, Eastern Europe, Latin America, and the Middle East. Thus, the workload is substantial.**  **In order to adequately cover the topics, this course must meet for longer and offer at least 4 credit hours for students. The workload of the course will become heavier as well, incorporating about three quizzes, two exams and a paper. The increase in credit hours will also allow the instructor to incorporate a wider range of teaching methods and resources such as films and discussions to complement the lectures.** | | | | |
| A.5. [Student impact](#student_impact) | **More comprehensive coverage of the topic, and to make it easier to schedule we are changing when offered to say Spring.** | | | | |
| A.6. [Impact on other programs](#impact) | **Currently, POL 341 is an elective for: the INGOS minor and certificate, Africana Studies major and minor, the Environmental Studies major and minor, and Modern Languages Latin American Studies concentration, but will not affect their total credits. For the Global Studies major and International Business Minor (it will increase the lower total credits by one).** | | | | |
| 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) | |  | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **POL 341** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **The Politics of Developing Nations** |  |
| B.4. [Course description](#description) | **Emphasis is on theories of political development and the analysis of developmental problems, including terrorism, the role of the military, instability, and the alteration of political cultures.** | **Students study politics with an emphasis on determinants of political development and economic growth, including (non)democratic institutions, natural resources, human capital, and international trade.** |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) | [**As needed**](#As_needed) | **Spring** |
| 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? |  |  |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  |  |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. 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)**?** |
| --- | --- | --- |
| Identify and explain broad trends in the developing world |  | Class participation, quizzes, and exams |
| Critically analyze existing theories explaining politics and economies of the world’s developing countries |  | Class participation, exams, presentations, and papers |
| Learn various methods through which scholars try to answer fundamental questions about development |  | Class participation, exams, presentations, and papers |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Development    1. History    2. Post-colonial development    3. State formation 2. Role of the state    1. Property rights    2. Public goods    3. Externalities 3. Corruption 4. Democracy    1. Causes    2. Consequences 5. The role of Islam and other religions 6. Women 7. Ethnicity 8. Resource curse 9. Entrepreneurs and technology 10. Civil wars 11. What can be done?     1. Especially in the poorest states? |

## 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 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](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this 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 prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Michelle Brophy-Baermann | Chair of Political Science |  |  |
| Earl Simson | Dean of Faculty of Arts and Sciences |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS 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

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Robyn Linde | Director of INGOS |  |  |
| Moonsil Lee Kim | Director of Global Studies |  |  |
| Mary Baker | Director Environmental Studies |  |  |
| Sadhana Bery | Director of Africana Studies |  |  |
| Eliani Basile | Chair of Modern Languages |  |  |
| Jeffrey Mello | Dean of School of Business |  |  |
| Kemal Saatcioglu | Faculty Contact |  |  |