

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number ECON 438 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Request that ECON 438: "International Poverty and Development" be included as a possible course which satisfies the general education cultural competency requirement.

This course is a menu option for the Peace and Justice minor. The course student learning outcomes are described in an attachment.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL**								
	Change to a Course	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	Title (description unchanged)	A	A	A		I		I	--	I
2.	Description (not affecting content)	A	A	A		I		I	--	I
3.	Content (substantive change)	A	A	A		I		A	--	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A		A	--	A
5.	Course number within the hundred	A	A	I		I		I	--	I
6.	Course number beyond the hundred	A	A	A		A		A	--	A
7.	Prerequisites	A	A	A		I		I	--	I
8.	Course fee(s)	A	--	A		--		A	--	I
9.	From U to G <i>or</i> G to U	A	A	A		A		A	--	A
10.	Cross list with another dept: U or G level	A	A	A		A		A	--	A
11.	Department of record	A	A	A		A		A	--	A
12.	Open or close a course	A	A	A		A		A	--	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A		A	--	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

** In most cases, approval by only one council is necessary.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

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Change to a Degree Plan		Dept./School	College Academic	Deans	COUNCIL			Provost	Faculty	President	Board of Trustees
					UGEC	UUAC	GRAD				
1.	University Requirements — Require or change a specific course from a menu within a degree plan	A	A	I		I		I	--	I	--
2.	University Requirements — Substitute an existing course for a university requirement within a degree plan	A	A	A		A		A	--	A	--
3.	University Requirements — Add a course to or drop a course from the University Requirements	A	A	A		A		A	A	A	--
4.	University Requirements — Change in approved course content	A	A	A		A		A	--	A	--
5.	Major — Revision of major ♦ ‡	A	A	A		A		A	--	A	
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--	A	--
7.	Major — Add or discontinue	A	A	A		A		A	A	A	I
8.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A	A	--
9.	Minor — Revise course selection	A	A	A		I		I	--	I	--
	Minor — Add or discontinue	A	A	A		A		A	--	A	--
10.	Degree — Add or discontinue	A	A	A		A		A	A	A	I
11.	Any change to a graduate degree program*	A	A	A		A		A	--	A	--

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying only to a Teacher Education degree will be reviewed by the Teacher Education Council and then forwarded to the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

Revised 11-2-11

Approval Chart for Academic Information Changes

Change to the Catalog		Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u><i>Don Pagan</i></u> Signature	<u>8-15-12</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u><i>David Pagan</i></u> Signature	<u>8-15-12</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u><i>Monty L. Lyle</i></u> Signature	<u>8/15/12</u> Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date



Contact Information

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Office: MBB 141
Hours: Drop by anytime or email me for an appointment

To glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

ACU COBA Mission Statement

Course Description

Course Description: ECON 438: International Poverty and Development (3-0-3), Global poverty and development, including challenges facing economically poor countries and individuals, material and non-material views of poverty, relief and development paradigms and organizations, and assessment and intervention tools used by development agencies. Prerequisite: Junior standing.

Contribution of Course to Overall Business Perspective: We'll explore less developed economies and their challenges and assets as well as economic development theory and practice. We'll consider poverty from holistic economic, social, environmental, theological, and technological perspectives.

Learning Goals, Measures, and Grading

1. Explore personal attitudes, perceptions, feelings, and actions addressing the poor
2. Understand some of the complex systems, dynamics, and contexts of global poverty
3. Collect and reflect on significant and practical success factors in development
4. Compare and critique economic and human development paradigms
5. Recognize major aid organizations and explore issues and debates surrounding relief and aid
6. Research and critique contemporary development practice
7. Suggest responses to poverty that reflect awareness of development thought and sensitivity to people and contexts
8. On a systemic and personal level, describe how Christian thought and life addresses poverty and development

Learning measures are weighted as:

Faith in Action Report	15
Aid Organization Evaluation.....	25
Global Crisis Briefing	50
Poverty Reduction Strategy Paper Critique	75
Development Practice Report.....	100
Participation (class discussion, homework, attendance – 12 days x 10 points)	120
Exam	120
TOTAL.....	505

Grade cut-offs: A = 90%; B = 80%; C = 70%; D = 60%

Text and Supplements

- Tim Allen and Alan Thomas (2000), *Poverty and Development into the 21st Century*, Oxford University Press
- *Additional readings listed on the daily schedule are available on **Blackboard***

*Considerable writing exists on development so we have a lot to master. To keep from falling behind, **follow a reading schedule and focus on learning as you read.***

Course Policies

Attendance: Two percentage points will be deducted from your final average for any non school-sponsored absence. Two absences is the maximum allowed by the university prior to being dropped. I don't need to see doctor's excuses but I do need a copy of your ACU absence form if you miss because of a school-sponsored trip. Be sure to complete the required paperwork if you drop the course.

Disabilities: If you have a documented disability and wish to discuss academic accommodations, feel free to contact the Student Disability Services Office in Alpha Academic Services which facilitates disability accommodations in cooperation with instructors. To receive an accommodation, register with Disability Services at (325) 674-2667.

Honor Code

College of Business Administration • Abilene Christian University

► Objective

COBA faculty, staff and students will strive to proclaim in their lives competence, character and community.

In joining COBA, students, faculty, and staff covenant to abide by the following ethical principles.

► Competence

To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.

► Character

A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.

► Community

A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

COBA supports ACU's Academic Integrity Policy (www.acu.edu/campusoffices/campuslife/acad_integrity.html). This important policy offers examples of academic infractions and a process for assigning consequences and voicing appeals. Ignorance of this policy is never an excuse. Individual instructors will define course specific definitions, however, in general you should avoid:

- 1) **Plagiarism** - Copying or even paraphrasing words or ideas from another source (including current or past students) without giving adequate credit.
- 2) **Lying** - Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
- 3) **Cheating** - Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and if proven, be reported in administrative offices and records, and may be subject to any or all of the following outcomes based on severity:

- 1) A zero for the assigned work
- 2) A failing grade for the course
- 3) Dismissal from the university

Ratified by Faculty: 11/18/2004

*Schedule – Readings outside the textbooks are available via links and/or on **Blackboard***

Date	Topic	Class Preparation (to be completed before class)
1/23	PACKING AND UNPACKING FOR THE JOURNEY: PREPARING FOR INTERNATIONAL POVERTY AND DEVELOPMENT	1) Blackboard: Sengupta (2009), “Ali: Does He Have a ‘Choice’?” <i>IDS Bulletin</i>, 40: 38-39. 2) Internet: Read the “Forward,” “Overview,” “Note to the Reader,” and “Regional Groupings” sections plus one of the Goal report sections of the Millennium Development Goals Report, 2011 (New York: United Nations). 3) Internet: Read the 3-page “Introduction” of the Millennium Villages Project (New York: Earth Institute at Columbia University/Millennium Promise).
1/30	WHAT IS POVERTY? DEFINITIONS, MEASUREMENT, VULNERABILITY, AND DYNAMICS	1) Allen and Thomas: Chapter 1 2) Blackboard: Laderchi, Saith, and Stewart (2003), “Does it Matter that we do not agree on the Definition of Poverty? A Comparison of Four Approaches,” <i>Oxford Development Studies</i>, 31: 243-274. 3) Blackboard: “Foundations for Understanding and Challenging Chronic Poverty,” <i>Chronic Poverty Report, 2008-09, Manchester, UK: Chronic Poverty Research Center</i>. <i>Guest: Salvador Cariga, Shepherd’s Hill (The Philippines)</i>
2/6	GLOBAL CRISIS	Work together on briefings from chapters 3-8 for next week.
2/13	GLOBAL CRISIS	Due: Global Crisis Briefing
2/20	ECONOMIC DEVELOPMENT THEORY AND MODELS	4) Allen and Thomas: Chapter 2 1) Blackboard: Dorward (2009), “Integrating Contested Aspirations, Processes and Policy: Development as Hanging In, Stepping Up and Stepping Out,” <i>Development Policy Review</i>, 27: 131-146. <i>We’ll watch a portion of Commanding Heights in class.</i>

Date	Topic	Class Preparation (to be completed before class)
2/27	GLOBAL CONTEXTS: CULTURE AND INSTITUTIONS	1) Blackboard: Fafchamps (2004), "Markets and Traders," in <i>Market Institutions in Sub-Saharan Africa</i>, Cambridge, MA: MIT Press. 2) Blackboard: Harries (2008), "'Material Provision' or Preaching the Gospel: Reconsidering 'Holistic' (Integral) Mission," <i>Evangelical Review of Theology</i>, 32: 257-270. 3) Blackboard: Harries (2008), "African Economics, and its Implications for Mission and Development in Sub-Saharan Africa," <i>ACE Journal</i>: 23-40. 4) Blackboard: Review the summary of Maranz, <i>African Friends and Money Matters</i>, Dallas: SIL International. Guest: Lauren Baker, IRC (Abilene) We'll watch Osama in class.
3/5	DEVELOPMENT POLICY AND PLANNING	Due: Poverty Reduction Strategy Paper Critique
3/12	SPRING BREAK	<i>Be mindful of poverty and development and consider doing something.</i>
3/19	THE AID INDUSTRY	1) Allen and Thomas: Chapter 9 2) Blackboard: Barber and Bowie (2008), "How International NGOs could do Less Harm and More Good," <i>Development in Practice</i>, 18: 748-754. 3) Internet: Sample from two or three of these talks and be prepared to offer your thoughts in class: PovertyCure (promotional); Andrew Mwenda, A New Look at Africa (Ted); George Ayittey, Cheetahs versus Hippos (Ted); Ngozi Okonjo-Iweala, Aid versus Trade (Ted); Esther Duflo, Ending Poverty (Pop Tech); CrossTalk: Is Africa Addicted to Aid., David Damberger, What Happens when an NGO Admits Failure (Ted).
3/23-25	POVERTY SIMULATION (WACO, TX)	

Date	Topic	Class Preparation (to be completed before class)
3/26	CHRISTIAN PERSPECTIVES ON POVERTY AND DEVELOPMENT	1) Blackboard: Friesen (2008), "Injustice or God's Will? Early Christian Explanations of Poverty," in Holman (ed.), <i>Wealth and Poverty in Early Church and Society</i>, Grand Rapids, MI: Baker Academic. 2) Blackboard: Massaro (2012), "Social Justice and the Mission of the Church," in <i>Living Justice: Catholic Social Teaching in Action</i>, Lanham, MD: Rowman & Littlefield. 3) Blackboard: Massaro (2012), "Going Public with Your Faith," in <i>Living Justice: Catholic Social Teaching in Action</i>, Lanham, MD: Rowman & Littlefield. 4) Blackboard: Schwartz (2007), "Issues of Dependency among the Poor and Unemployed," in <i>When Charity Destroys Dignity: Overcoming Unhealthy Dependency in the Christian Movement</i>, Lancaster, PA: World Mission Associates, chapter 10. 5) Blackboard: Schwartz (2007), "Maximizing the Benefits of Short-Term Missions," in <i>When Charity Destroys Dignity: Overcoming Unhealthy Dependency in the Christian Movement</i>, Lancaster, PA: World Mission Associates, chapter 18. Due: Aid Organization Evaluation We'll watch <i>The Devil's Miners</i> in class.
4/2	MICROCREDIT, BOP, AND VALUE CHAIN ANALYSIS	1) Blackboard: Case Study: Product Development for Girls" (2009) by Ben Shell, Women's World Banking, Washington: Making Cents. 2) Blackboard: Karnani (2011), "Microcredit misses the mark," in <i>Fighting Poverty Together</i>, New York: Palgrave Macmillan. 3) Blackboard: Counts (2008), "Reimagining Microfinance," <i>Stanford Social Innovation Review</i>.
4/9	LOCAL TOUR	
4/16	LOCAL TOUR	
4/23	DEVELOPMENT PRACTICE	Due: Development Practice Reports
4/30	COMMUNITY MEAL AND REFLECTIONS	
5/7	FINAL EXAM	Final Exam

Assignment Details

Global Crisis Briefing

Individually or in teams, research a contemporary global challenge, summarize authoritative research on one contributing factor to poverty. Prepare a written and verbal briefing of your findings. (We'll disperse topics in class to insure broad coverage.) Topics include issues related to:

Population	Genocide	Climate change
Joblessness	Corruption	Child labor
Hunger	Water	Educational opportunity
HIV/AIDS	Sanitation	International trade barriers
Other Diseases	Pollution	Gender discrimination
War	Homelessness	Others....

The written report should:

- 1) Provide a **professional** presentation (typed, neat, free of grammar and spelling mistakes, with an effective use of headings, illustrations, tables, etc.); the briefing should be 1,800-2,200 words and incorporate 8-15 credible research, government, or other sources (avoid citing Wikipedia or popular magazine or newspaper articles).
- 2) Begin with an **Introduction** section which sets-up the topic effectively with statements of the purpose and scope of the report and why the topic is important.
- 3) Provide a description of the general state of things in an **Overview** section. Feel free to structure this as you wish but some of the types of questions you might consider are: What conditions are of concern? How does this deficit or problem contribute to poverty? In which regions are the problems most acute? Are any trends occurring? Avoid getting lost in statistics but use authoritative sources and detail to support your case
- 4) In a **Debates** section, summarize any controversies or different views on the topic. For example, do experts may differ on the causes of a problem, whether it is a primary problem to target or an intermediate issue that is best addressed by focusing on something else, etc.?
- 5) Conclude with an **Outlook**: What's expected in the near/moderate-term future on this issue?

The verbal report:

- 6) Prepare a 10-minute verbal report to be presented in class. Use PowerPoint, Prezi, handouts, and/or other written materials to present your briefing.

Faith in Action Report

The stories of Christians working with poverty can be inspiring and instructive. We'll divide up individuals and groups in class. Be prepared to give a brief (3-5 minute) verbal report about your person or organization and their views and/or actions dealing with poverty and development. You can find others but a few possibilities include: Dorothy Day, John Wesley, Oscar Romero, Jesus People USA/Evangelical Covenant Church, John Perkins, Mother Teresa, Father Damien, Toyohiko Kagawa, Church of the Saviour (Washington, DC), William Wilberforce, Focus:Hope, Bruderhof/Church Communities, and St. Francis of Assisi.

Development Practice Report

Individually or in teams, provide a summary and critical analysis of state-of-the-art knowledge about one particular development tool or topic. Prepare a written and verbal briefing of your findings. (We'll disperse topics in class to insure broad coverage.) The topic you choose should be narrow enough that you can provide in-depth focus. If you have a specific topic in mind that is not in the list below, feel free to suggest it. To get you started thinking, some possible topics are:

Family planning	Micro-finance, -savings, -housing, and -insurance
Building civil society	Coordination of relief efforts
Schooling	Preventative steps to deal with climate change
Food supplements and hunger alleviation	Water purification, conservation, management, and access
HIV/AIDS prevention	Sanitation systems
Malaria prevention	ICT4D—mobile phones, laptops, etc.
Child labor	Shelters for emergency or long-term dwellings
Post-conflict reconstruction	Rural development
Genetically engineered food	Appropriate technology energy production

Often, specialized Websites exist in the development world to discuss development practices. Places to begin include: www.developmentgateway.org, www.un.org/en/aboutun/structure/index.shtml, and www.eldis.org.

The written report:

- 1) Provide a **professional** presentation (typed, neat, free of grammar and spelling mistakes, with an effective use of headings, illustrations, tables, etc.); the report should be 1,800-2,200 words and should include at least five credible research, government, or other sources (avoid citing Wikipedia or popular magazine or newspaper articles).
- 2) Begin with an **Introduction** section which sets-up the topic effectively with statements of the purpose and scope of the report and why the topic is important.
- 3) Provide a description of state-of-the-art interventions in an **Overview** section. Feel free to structure this as you wish but some of the types of questions you might consider are: Briefly, what is the need prompting the intervention? What's required to be effective? What's working and where? Are there any case studies you can cite? Use authoritative sources and detail to support your case.
- 4) In an **Analysis** section, raise any critical issues to keep in mind about your topic. For example, do opinions differ on effective practice? Is it as simple as adopting a particular technology or are there complicating social, political, or other factors to consider in an effective intervention?

The verbal report:

Prepare a 10-minute verbal report to be presented in class. The time limit won't allow you to cover all your findings so you'll have to choose what to cover. We'll have 5 minutes or so of question and answers from the class following your presentation. Use PowerPoint, Prezi, handouts, and/or other written materials to present your briefing.

Aid Organization Evaluation

Use the evaluation criteria at **GiveWell** (<http://www.givewell.org/international/technical/criteria/impact>) to evaluate a humanitarian organization Web site of your choice. Select one that GiveWell has not published an evaluation for.

In one-page, briefly describe the organization you chose and summarize your evaluation on each of GiveWell's criteria.

Poverty Reduction Strategy Paper Critique

Critically assess a PRSP for a country of interest to you, available at:
<http://www.imf.org/external/np/prsp/prsp.asp>. Analyze the PRSP with regard to the following questions:

- 1) What poverty causes does the PRSP identify and what strategy does it propose?
- 2) What progress has the country made in reducing poverty? See PRSP Progress Reports, Millennium Development Goal country progress reports (<http://www.undp.org/mdg/countries.shtml>), or other sources to assess progress.
- 3) Critically assess the achievement and challenges of the PRSP with regard to income poverty, education, and health.
- 4) Do you think that the suggestions and instrument in the PRSP are appropriate for reducing poverty in the country? In your opinion, what should be priority areas for poverty reduction in the country?

Turn in a professionally written and presented analysis of between 1,000-1,500 words.

ECON 438: International Poverty and Development

Documentation related to request to consider the existing course ECON 438 as meeting the requirements for inclusion in the general education cultural competency course electives.

Course Description

Examines global poverty and development, including the challenges facing economically poor countries and individuals, material and non-material views of poverty, relief and development paradigms and organizations, and assessment and intervention tools used by development agencies. Prerequisite: Junior standing.

Criteria, Outcomes, and Assessment

ACU Cultural Awareness Criteria	Course Student Learning Outcomes	Assessment
1. [Ability to] reflect on own cultural rules and biases	1. Explore personal attitudes, perceptions, feelings, and actions addressing the poor	Class Participation Exam
2. [Ability to] consider experiences and issues from the perspectives of others with differing world views	2. Understand some of the complex systems, dynamics, and contexts of global poverty 3. Collect and reflect on significant and practical success factors in development 4. Compare and critique economic and human development paradigms	Poverty Reduction Strategy Paper Critique Development Practice Report Exam
4. [Ability to] ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding	7. Suggest responses to poverty that reflect awareness of development thought and sensitivity to people and contexts	Class Participation Global Crisis Briefing
5. [Ability to] Initiate and develop interactions with individuals from cultures that differ from that of the student	6. Research and critique contemporary development practice	Development Practice Report