

**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> Johannes M. Botes	<b>Phone:</b> X5326
<b>DEPARTMENT / DIVISION:</b> Legal, Ethical, and Historical Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
New Course: American Conflict Since 1890; CNCM 101; primarily affects YGCLA		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/>	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"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM</b> (check appropriate boxes)		<b>DOCUMENTS REQUIRED</b> (see box 4 below)	<b>IMPACT REVIEWS</b> (see box 5 on back)	<b>APPROVAL SEQUENCE</b> (see box 6 on back)
	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCD
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION</b> (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. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- 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.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**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"/>
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - b. proposed date after which no new students will be admitted into the program;
  - c. accommodation of currently enrolled students in the realization of their degree objectives;
  - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - e. reallocation of funds from the budget of the affected program; and
  - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. 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.

<b>Box 5: IMPACT REVIEW</b>	SIGNATURES (see procedures for authorized signers)	DATE
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>	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Donald C. Muleahey</i>	<i>12/13/06</i>
B. Final faculty review body within each School	Chair: <i>Margaret J. Touchet</i>	<i>12-18-06</i>
C. College Dean	Dean: <i>Larry W. ...</i>	<i>1/3/06</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Jordan M. Parsdull</i>	<i>1/18/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Michelle Gelligan</i>	<i>1/23/07</i>
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

## 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> Johannes M. Botes	<b>Phone:</b>
<b>DEPARTMENT / DIVISION:</b> Division of Legal Ethical and Historical Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-20 and course name & number or program affected):		
New Course: American Conflict Since 1890; CNCM 101; primarily affects YGCLA		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

To add a new course that will be offered to incoming freshman.

This course will provide a social scientific approach to social conflicts over the past century and analyze them from a conflict management perspective.

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: American Conflict Since 1890	Course # / HEGIS Code: CNCM 101	Credits: 3

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

As a basic first introduction to social science that provide an analytical approach to some of the major social and conflict events of the late nineteenth and twentieth century, this course will fulfill a general education requirement.

University of Baltimore

**Document P: required Format for Course and Definition Document**

Include in your course definition items one through 15 using as much space as needed.

1. Date Prepared: October 8, 2006
2. Prepared by: Johannes M. Botes, Ph.D., Associate Professor
3. Department: Program on Negotiation and Conflict Management; Division of Legal, Ethical, and Historical Studies.
4. Course Number(s), including HEGIS code(s): CNCM 101
5. Course Title: American Conflict Since 1890
6. Credit Hours: 3
7. Catalog Description (Paragraph should reflect general aims and nature of the course):

THIS COURSE SATISFIES THREE CREDITS OF THE GENERAL EDUCATION SOCIAL SCIENCE REQUIREMENTS. Reflecting on major political events, social conflicts, and wars over the past century, this course provides students with an overview of American approaches to social conflict, conflict management, and peacemaking and how these events and processes propelled the United States forward nationally and internationally.

8. Prerequisites: None
9. Faculty qualified to teach course: Johannes M. Botes, Ellen Wayne, John Windmueller
10. Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop):  
  
Lecture, discussion, and debates; analysis of case studies and videos.
11. Suggested approximate class size: Optimum 20-22; Maximum 30
12. Content Outline: See "Attachment A"
13. Learning Goals: See "Attachment B"
14. Assessment Strategies: See "Attachment B"
15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.):  
TBA

**Document P – “Attachment A” – Content Outline (First Draft)**

**Week 1. Course Conceptualization: Overview and Explanation.**

Outline of Course Requirements and Expectations.  
A Brief Introduction to Peace and Conflict Studies.

**Week 2. Levels and Types of Social Conflict.**

John Brown’s Address to the Court, Harpers Ferry, Virginia,  
November 2, 1859  
Discussion of Spanish American War--Video

**Week 3. Peace and Political Conflict Management//  
America and Its Native Peoples**

Peace at the Dawn of the Twentieth Century:  
A) Roosevelt’s “Muck Rake” Speech and  
B) Roosevelt Negotiates the End of the Russian Japanese War  
(and Receives the Nobel Peace Prize in 1905)

Documentary and Hollywood Versions of Social Conflict:  
Does Anyone Remember The Battle of Little Big Horn?

**Week 4. Peace Movements and the Social Significance of War**

Can War be a Way to Peace?: Woodrow Wilson’s Speech to  
Congress, April 2, 1917

Do We Need Enemies?: The Psychology of Conflict

How Conflict (and Wars) End: The Treaty of Versailles

**Week 5. Conflict and Social Change: Gender, Race, and Religion  
and other Factors that Exacerbate Conflict (or, As the Twenties  
Roared Onwards...)**

Chrystal Eastman, Speech at the First Feminist Congress,  
New York, 1919

Clarence Darrow, Closing Speech in Defense of Henry Sweet,  
11 May, 1926

*Short Research Paper:* Mainly based on their readings thus far in the course, the students have to write a short first research paper titled, "Approaches to Social Conflict at the Dawn of the Twentieth Century in America." However, each student will also be expected to cite at least three sources from relevant literature that were not read or discussed in class. Only one of these sources may come from the Internet. Students are encouraged to demonstrate their ability to cite books, articles, and other literature appropriate to the topic.

This assignment has various goals: in this 5-8 page paper students have to demonstrate their ability to integrate the material read thus far and their proficiency in finding and relating it to other sources on the topic. It will also be a way of testing their competence in aspects of social science writing, such as using APA citation. The assignment will also clearly illustrate each student's overall analytical and writing skills.

**Week 6. The Legal System, Conflict, and Conflict Management**

The economics of class conflict  
In search of a "new deal:" dispute resolution in the court system

**Week 7. Pacifism, Non-violence, and the "Good War."**

Social Conflict about War  
Journalism and Patriotism  
War-reporting beginning with Ernie Pyle  
The Dawn of the Nuclear Age

**Week 8. Midterm:** This examination will consist of a written in-class examination in which each student has to analyze a case study of social conflict (which they will be reading for the first time). Their analysis will be based on the analytical tools that have been utilized and discussed in the class up to that point. This is an open-book exam, however students will have to answer a number of questions regarding the case based on their understanding of the readings and the concepts that were discussed in class thus far. The students will be given a list of theoretical terms and practical tools that they have to be familiar with in order to take the in-class exam.

The goal of this exam is to test each student's use of theory as an analytical tool, as well as to assess the students' systematic and methodical thinking by asking them to apply analytical frameworks to a case study.

**Week 9. A New Bi-polar World: Conflict during the Cold War in and Outside America**

We Watch and Discuss Edward R. Murrow's Broadcast *See It Now* (CBS, March 9, 1954), A Report on Senator Joseph R. McCarthy

Just War Theories and Explanations for the Korean War

Proxy Wars—The Soviet Union versus The United States on Foreign Soils

**Week 10. Approaches to Conflict Management: Interests, Rights and Power**

We read, analyze, and discuss American case studies that illustrate conflicts where the parties have shared interests (labor management disputes), disagree over their rights (civil rights), or disagree over who hold the power to make decisions (policy and interpersonal disputes).

**Week 11. Social Conflict Revisited and Renewed—'60s America**

Counter Culture and Generational Conflict-- the Hippies (and Elvis!)  
Nuclear War—Mutual Destruction as Conflict Prevention  
Watts Riots, Black Panthers

THE CUBAN MISSILE CRISIS: A CASE STUDY IN SOCIAL SCIENCE APPROACHES TO UNDERSTANDING FOREIGN POLICY DECISION MAKING

How do social scientists—and in particular, international relations scholars—study and explain how states behave in the midst of conflict? In this class meeting we'll look at US foreign policy decision making in the midst of the Cuban Missile Crisis, comparing and contrasting several IR approaches:

Science and the study of International Relations (J. David Singer)  
Balance of Power Theory and Realism (Kenneth Waltz)  
Rational Actor and Game Theory (Robert Axelrod and Bruce Bueno de Mesquita)  
Bureaucratic Decision Making (Graham Allison)  
Groupthink & Misperception (Irving Janis & Robert Jervis)

**Week 12. Patriotism, Politics, and the Media: The Vietnam War Era**

The Role of the News Media in Reporting Conflict and Conflict Resolution.

Video: The Fog of War (Secretary of Defense McNamara)

Assignment: There will be a class discussion of the video (which students will have to view in advance) and each student will also be asked to hand in a list of ten points (in paragraph format) in which this video relates directly to the themes and subject matter of the class.

This is another analytical exercise in which each student has to illustrate their understanding of how the content of the video relate to the course material and topics. This time, however, students will be asked to “defend” their analysis in person.

**Week 13. Politics, Public Policy, and the American Public—‘70s and ‘80s**

Attica prison riots

Conflicts in the workplace

Conflict over New Sources of Social Conflict: Feminism, Multiculturalism, Gay Rights, and the Abortion Debate

**Week 14. Operation Desert Storm: America Leads a Coalition to War as the Century Draws to a Close**

Video: Why Do We Fight? (The Needs of the Military Industrial Complex)

**Week 15. Final Examination:** The final exam is a research paper in which each student chooses a term, case study, or aspect of the course that they want to explore in more depth in a 5-8 page paper. This approach will allow for personal choice and individual creativity by allowing each student to explore a topic that they want to learn more about.



## **Document P – “Attachment B” – Learning Goals and Assessment Measures.**

### **Learning Goals--I:**

- The student will be introduced to a series of core concepts and notions relating to social conflict, peace, war, as well as conflict management and peacemaking as they relate to America over the past century.
- The student will gain an understanding of the range in the levels and types of social conflicts within the American historical and socio-political context, ranging from interpersonal disputes to violent conflict and war.

### **Assessment Measures:**

- The students’ understanding of the reading and the terms that are introduced will be monitored through discussions of the ideas that are introduced in each class.
- The student will demonstrate his or her ability to integrate the material read in a first short research paper which will also test their analytical skills and competence in aspects of social science writing.

### **Learning Goals--II:**

- The student will learn to identify the sources and courses of diverse social conflicts by analyzing different case studies.

### **Assessment Measures:**

- The student will illustrate proficiency as “conflict analysts” by applying analytical frameworks to specific conflicts. Working in small groups, the students will also share their learning from using analytical tools (as well as their thinking process about the case) with the rest of the class. This presentational and learning format will be repeated at different times during the semester.
- The student will exhibit the ability to apply their newly learned knowledge (concepts regarding sources and causes of conflict) to a case that they have not discussed before in an in-class, open-book, midterm exam. This analysis will be based on the terminology about sources and causes of conflict that have been introduced in the course readings and lectures.

### **Learning Goals--III:**

- The student will gain an understanding of the importance of social conflict in developing the value systems and social fiber of a nation.

### **Assessment Measures:**

- The student will learn to appreciate how attitudes and value systems change over time by watching a video about the social divisions during the Vietnam war era in America, how the war was criticized and justified over time, how the Vietnam war still echoes in American politics to this day, and how the approaches to American involvement changed by comparing them to the era in which they now live.
- The student will also debate why we fight in foreign wars, how the justifications for American participation in such wars developed over time, and ponder the “Why we Fight” documentary in which Pres. Eisenhower warns about the dangers of the military industrial complex.
- The student will demonstrate their ability to integrate their understanding of how the content of the case study videos relate to the course material and topics; in one case by defending their positions in class, and in the other, by a written assignment in which they have to provide the ways in which the case relates to the course material in a ten point summary.

### **Learning Goals—IV:**

- The student will be exposed to different methods, skills, and techniques of conflict management and social peacemaking that were generated in the evolution and development of a modern America.

### **Assessment Measures:**

- The student will read about (and receive brief lectures) on a range of social conflicts, from race riots to labor-management disputes, political violence and war, and will learn to distinguish among a number of conflict intervention methodologies that have been developed and utilized in the past century. This knowledge will assist students in understanding why conflict interventions sometimes fail. Each student’s learning will come through the readings, lectures, and via class discussions. However, the final exam paper in which students can choose any aspect of the course as a topic for a short research paper is designed to give each student an opportunity to reveal the degree to which he or she assimilated the learning in this course.

**General Education Approval Record**

**College of Liberal Arts**

*(to be used for "certifying" new and existing courses; use information about proposed course)*

Course: Subject and Number (e.g., MATH 208) CNCM 101

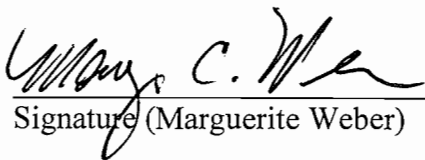
Course Name: American Conflict since 1890

Division sponsoring the course: Legal and Ethical Studies

THIS COURSE SATISFIES 3 CREDITS OF THE **Social Science** GENERAL EDUCATION REQUIREMENT.

This course meets the following learning objectives of that general education requirement:

- Examine ways in which individuals, groups, institutions, or segments of society behave, function, and influence one another.
- Understand the variety of methods to collect, analyze, interpret, and apply qualitative data as related to social phenomena and individual behavior.
- Be familiar with a broad spectrum of fundamental concepts to the disciplines represented by each of the fields studied
- Understand and appreciate the interaction of the numerous factors that influence individuals, cultures, society, and the natural environment
- Use the concepts, theories, and methods of the social and behavioral sciences to analyze individuals, groups, institutions, and societies, both past and present
- Apply knowledge to identify and evaluate solutions to personal, cultural, societal, national and international problems to make responsible and informed decisions.

  
Signature (Marguerite Weber)

1/14/07  
date