

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

| | | |
|---|---------------------------------------|----------------------------|
| SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> | Contact Name: John Windmueller | Phone: 410-837-5329 |
| DEPARTMENT / DIVISION: Negotiations & Conflict Management.; Division of Legal, Ethical, and Historical Studies | | |
| SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected): New Course, CNCM 102: Global Conflict | | |
| PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008 | | |

| | | | | |
|-------------------------------|--|---|-----------------------------------|--------------------------------|
| Box 1: TYPE OF ACTION | ADD(NEW) <input checked="" type="checkbox"/> | DEACTIVATE <input type="checkbox"/> | MODIFY <input type="checkbox"/> | OTHER <input type="checkbox"/> |
| Box 2: LEVEL OF ACTION | Non-Credit <input type="checkbox"/> | Undergraduate <input checked="" type="checkbox"/> | 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 ¹ | 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 | | ABCDEF |
| <input checked="" type="checkbox"/> 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 ⁹ | 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 | ABCDHIL |
| 16a. UG Concentration (exceeds 24 credit hours) | NO, 5 | a, c, d, e | ABCDEFGHJL |
| 16b. Masters Concentration (exceeds 12 credit hours) | NO, 5 | a, c, d, e | ABCDEFGHJL |
| 16c. Doctoral Concentration (exceeds 18 credit hours) | NO, 5 | a, c, d, e | ABCDEFGHJL |
| 17. Program Title Change | NO, 5 | a, c, d, e | ABCDEFGHJL |
| 18. Program Termination | NO, 10 | d, e | ABCDEFGHIK |
| 19. New Degree Program | NOQR, 3,8 | a, c, d, e | ABCDEFGHJL |
| 20. Other | Varies | Varies | Varies |

| Box 4: DOCUMENTATION (check boxes of documents included) | | | |
|---|---|-----------------------------------|--|
| <input checked="" type="checkbox"/> N. This Cover Sheet | <input type="checkbox"/> Q. Full 5-page MHEC Proposal | <input type="checkbox"/> T. Other | |
| <input checked="" type="checkbox"/> O. Summary Proposal | <input type="checkbox"/> R. Financial Tables (MHEC) | | |
| <input checked="" type="checkbox"/> P. Course Definition Document | <input type="checkbox"/> 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)

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| SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> |
| SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected): |
| New Course, CNCM 102: Global Conflict |

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - 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.

| Box 5: IMPACT REVIEW | 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: | |

| Box 6: APPROVAL SEQUENCE | APPROVAL SIGNATURES | DATE |
|---|---|-----------------|
| A. Department / Division | Chair: <i>Thomas E. Corney</i> | 10 October 2007 |
| B. Final faculty review body within each School | Chair: <i>Jonah FDL</i> | 10/22/07 |
| C. College Dean | Dean: <i>John W. Thur</i> | 10/29/07 |
| D. Provost and Senior Vice President for Academic Affairs | Provost: <i>John M. Kardull</i> | 11/06/07 |
| E. Curriculum Review Committee (UFS subcommittee) | Chair: <i>Dwight D. Yea</i> | 11/6/07 |
| 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 | |

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 CNCM 102

Course Name: Global Conflict

Department: Program on Negotiations and Conflict Management; Division of Legal, Ethical, and Historical Studies

THIS COURSE SATISFIES 3 CREDITS OF THE **SOCIAL SCIENCES** GENERAL EDUCATION REQUIREMENT.

This course meets all of the learning outcomes and assessment strategies requirements for a social sciences general education course at the University of Baltimore:

- 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.

Marguerite Weber

September 4, 2007

Signature (Marguerite Weber)

date

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

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| SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> | Contact Name: John Windmueller | Phone: 410-837-5329 |
| DEPARTMENT / DIVISION: Negotiations & Conflict Management.; Division of Legal, Ethical, and Historical Studies | | |
| SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected): | | |
| New Course, CNCM 102: Global Conflict | | |
| PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2008 | | |

O-1: Briefly describe what is being requested:

This is a proposal to create a new 3-credit undergraduate course on the subject of global conflict.

Course Description:

Students explore the causes, costs, dynamics, and potential remedies to violent and structural conflict in the international system. The course addresses these issues from a broad range of social science vantage points, including the fields of international relations, sociology, anthropology, economics, law, and conflict management. Experiential learning will include student simulations of international conflict negotiations.

Although this course can serve as a stand-alone class offering, it will fit within a broader learning community as part of UB's First and Second Year Program.

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

| | | |
|--------------------------------------|---|----------------------|
| OLD Title: | Course # / HEGIS Code: | Credits: |
| NEW Title: Global Conflict | Course # / HEGIS Code: CNCM 102 | Credits: 3 |

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

This new course was developed as part of a broader learning community that will be offered in UB's First and Second Year Program. The course will provide undergraduate students with an introductory, broad survey of core concepts within the fields of international relations and conflict management. This fills an existing gap within the undergraduate FSP offerings. More broadly, the class will help provide students with a basic grounding in social science approaches toward understanding human relations.

The course is congruent with the FSP's commitments to experiential learning, learning assessment, and an inter-disciplinary approach that meets MD Gen. Ed. requirements (in this case, within the social sciences).

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: July, 2007
2. Prepared by: John Windmueller, Ph.D.
3. Department: Program on Negotiations and Conflict Management; Division of Legal, Ethical, and Historical Studies.
4. Course Number(s), including HEGIS code(s): CNCM 102
5. Course Title: Global Conflict
6. Credit Hours: 3
7. Catalog Description (Paragraph should reflect general aims and nature of the course):
THIS COURSE SATISFIES 3 CREDITS OF THE SOCIAL AND BEHAVIORAL SCIENCES GENERAL EDUCATION REQUIREMENT
Students explore the causes, costs, dynamics, and potential remedies to violent and structural conflict in the international system. The course addresses these issues from a broad range of social science vantage points, including the fields of international relations, sociology, anthropology, economics, law, and conflict management. Experiential learning will include student simulations of international conflict negotiations.
8. Prerequisites: None
9. Faculty qualified to teach course: John Windmueller, Johannes Botes, Ellen Wayne
10. Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop):

Lecture
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.):

Dye, J. (2007). *Understanding international conflicts: An introduction to theory and history*. New York: Longman.

Ray, J. L. (1994). *Global Politics*. New York: Houghton Mifflin.

Document P – “Attachment A” – Content Outline

As an introductory course, these topics provide a broad survey of global conflict concepts. Each weekly topic will be spread out over two or more class meetings.

- Week 1. Course Overview & Introduction to Conflict Management**
Outline of course requirements and expectations
Introduction to conflict management and inter-disciplinary approaches to analyzing and intervening in international conflict
- Week 2. Defining the Problem: Human Suffering and Costs of International Conflict**
Part 1: War and Genocide
Interstate war and militarized conflict
Genocide
- Week 3. Defining the Problem: Human Suffering and Costs of International Conflict**
Part 2: Modern Concerns
Intra-state civil war and low-intensity conflict
Nuclear proliferation and weapons of mass destruction
Terrorism
- Week 4. Disparities and Differences in the Global System**
Part 1: Wealth and Health
Overview of differences and divides in the international system: 1st vs. 3rd world, Center vs. Periphery, Global North vs. Global South.
Wealth distribution: Globalization’s winners and losers
Political Economy: Hegemony and the intersection of economic and political power
Global health indicators and their disparities
- Week 5. Disparities and Differences in the Global System**
Part 2: Gender, Ethnicity, and Education
Patriarchy and the rights and treatment of women
Concepts of ethnicity and identity
Social constructs of race
Education levels
- Week 6. Analyzing the Behavior of States**
Part 1: System-level Approaches
Defining the international system and a systems-level approach
Realism and Neo-realism
Rational actor and expected utility models of state behavior
Complexity, chaos, and emergent properties of social systems

- Week 7. Analyzing the Behavior of States**
Part 2: State-level Approaches
Opening the black box of state behavior; foreign policy analysis
Groupthink and Misperception in foreign policy (Janis & Jervis)
Bureaucratic Decision Making (Allison)
Regime type and conflict (the Democratic Peace Theory)
- Week 8. Midterm**
- Week 9. Conflict Management**
Conceptions of conflict management, mitigation, resolution, and transformation
Overview of conflict management approaches, intervention roles, and process models
Conflict stages, lifecycles, and dynamics
- Week 10. Law and Rights-Based Dispute Resolution in the International System**
Sovereignty and its consequences for public international law
Human rights
International Court of Justice and the International Criminal Court
Bi and multi-lateral legal arbitration mechanisms
Ad hoc international tribunals
- Week 11. Power-Based Approaches to Conflict Management**
Military intervention
Peacekeeping
- Week 12. Interest-Based Dispute Resolution**
Interest (versus position-based) negotiation
Multi-track diplomacy
International and regional organizations
International mediation
- Week 13. Simulating International Negotiations (Model United Nations)**
Part 1: Getting Ready
UN's history, structure, and authority
Parliamentary rules of order and resolution-writing
Negotiation skills-building
Practice round of Model United Nations simulation

Week 14. Simulating International Negotiations

Part 2: The Simulation

In-class simulation of a United Nations session, addressing the global conflicts and dynamics covered in the class.

Week 15. Simulating International Negotiations

Part 3: Simulation wrap-up and debrief

Conclusion of the in-class UN simulation and debriefing.

Note: the course's Final Exam is embedded within the simulation assignment.

Along with their evaluated in-class performance as delegates, students will be preparing evaluated position (pre-simulation) and reflection (post-simulation) papers on the exercise.

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

This section is divided into two parts: (1) course-specific learning goals and assessment and (2) tracking compliance with MHEC Gen. Ed. Guidelines for the Social Sciences.

Course Learning Goals

- 1. Students will be able to describe and critically reflect on patterns of international conflict.* Students will leave the course able to identify traditional and emerging patterns of international conflict and political violence. They will be able to describe global economic disparities in power and wealth, and they will be able to critically reflect on and evaluate their resulting security, economic, and ethical consequences. Ultimately, they will leave as more aware, culturally sensitive, and ethically reflective global citizens.
- 2. Students will be able to describe and apply multiple levels of analysis and an interdisciplinary approach to analyzing complex, international conflicts.* The course will introduce students to micro, meso, and macro-level perspectives on the causes and consequences of international conflict. Students will be introduced to concepts, theories, and frameworks from a range of social science disciplines (e.g. international relations, sociology, economics, anthropology, and conflict management) and will then apply them in analyzing and formulating intervention designs for international conflicts.
- 3. Students will be able to articulate how and why the scientific process of inquiry is applied to understanding international conflict.* Students will be disabused of the notion of science as a subject and will leave the course with an understanding of science as a method of inquiry that can be applied to social behavior in general and international conflict in particular.
- 4. Students will improve their negotiation and conflict management skills.* Students will learn successful negotiation strategies, as well as a variety of skills, intervener roles, and process models for constructively resolving conflict. They will apply and practice these skills through in-class exercises and case-study simulations.

Learning Goal Assessment

Course learning will be both informally and formally assessed. Informal assessment will include feedback on in-class discussions and debates. Course time will often be spent in focused student discussions and debate, with an emphasis on reflecting on course readings and key concepts.

There will be three forms of formal (and graded) assessment:

Reflective Essays. Throughout the semester students will submit reflective essays on course readings and topics. These essays will evaluate students’ basic understanding of the concepts, theories, and frameworks being covered, as well as offering them a chance to critically evaluate the material and apply it to specific conflict case studies.

Midterm Exam. In order to comply with Freshman learning community requirements, the course will have a mid-term examination. The mid-term exam will assess student learning in (a) ability to articulate how and why the scientific process of inquiry is applied to understanding international conflict, (b) ability to describe and contrast the different levels-of-analysis used in

studying international conflict, (c) ability to both describe and critically reflect on the political and ethical consequences of the existing significant disparities in the international system.

Simulation. At the end of the course, students will be assessed on their performance in a simulation of a complex international conflict negotiation. The simulation, a Model United Nations, will span across several course meetings. Acting as delegates, students will provide position papers (evaluated) that apply course theories, concepts and frameworks in describing their country's positions and interests in the conflicts. In the course of the simulation, students will be evaluated on their demonstrated understanding of the conflict, learned negotiation skills, and ability to formulate constructive options for mitigating, resolving, and/or transforming the conflict.

MHEC Gen. Ed. Guidelines for the Social Sciences

| Learning Outcomes: Students will demonstrate these abilities. (from subcommittee recommendations) | How does this course specifically address this outcome? How are students introduced to the concept? Where do they practice it? | How will you assess student learning in these areas? |
|--|--|---|
| Examine ways in which individuals, groups, institutions, or segments of society behave, function, and influence one another. | Students will explore the causes and consequences of international conflict at multiple levels of analysis (individual, group, institutional, societal, and the global system). | 1. Midterm Exam. In order to comply with Freshman learning community requirements, the course will have a mid-term examination. The mid-term exam will assess student learning in |
| Understand the variety of methods to collect, analyze, interpret, and apply qualitative data as related to social phenomena and individual behavior. | Students will learn about and then apply both quantitative and qualitative data in analyzing international conflict. The underlying approach of applying the process scientific inquiry into understanding international conflict will be explicitly discussed. | (a) ability to articulate how and why the scientific process of inquiry is applied to understanding international conflict, (b) ability to describe and contrast the different levels-of-analysis used in studying international conflict, (c) ability to both describe and critically reflect on the political and ethical consequences of the existing significant disparities in the international system. |
| Be familiar with a broad spectrum of fundamental concepts to the disciplines represented by each of the fields studied | Students will learn core terms, concepts, and theories from international relations, peace studies, and conflict management. In addition, students will be introduced to relevant concepts from the fields of public international law, anthropology, and sociology. | 2. Simulation. At the end of the course, students will be assessed on their performance in a simulation of a complex international conflict negotiation. The simulation, a Model United Nations, will span across several course meetings. Acting as delegates, students will provide position papers (evaluated) that apply course theories, concepts and |
| Understand and appreciate the interaction of the numerous factors that influence individuals, cultures, society, and the natural environment | The course looks at a variety of causes and consequence of international conflict, across multiple levels of analysis, including individuals, organizations, cultures, societal, and global. The relationship | |

| | | |
|---|---|--|
| | between micro and macro-level causes and consequences of international conflict will be investigated. | frameworks in describing their country's positions and interests in the conflicts. In the course of the simulation, students will be evaluated on their demonstrated understanding of the conflict, learned negotiation skills, and ability to formulate constructive options for mitigating, resolving, and/or transforming the conflict. |
| Use the concepts, theories, and methods of the social and behavioral sciences to analyze individuals, groups, institutions, and societies, both past and present | Students will use theories grounded in the social sciences to analyze several international conflict case studies. | |
| Apply knowledge to identify and evaluate solutions to personal, cultural, societal, national and international problems to make responsible and informed decisions. | Students will use the theories, concepts, and frameworks covered in the course to construct intervention plans for several international conflict case studies. Students will also apply course learning in carrying out a simulation of international conflict negotiations. | |