Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

| College: Social and Behavioral Sciences | Undergraduate |
| Department: Political Science/Law Enforcement | Graduate |
| Program: International Relations | CIP # |

Type of Change

COURSE PROPOSALS

Proposed:

New Course

Title Current:

Title Proposed:

International Conflict Resolution

24-Char. Abbrev:

PS 437

PS 537

(For Office Use Only)

Proposal # 05

Effective Date of Change:

Academic Year 04

Course Designator

Number of Credits

PS 437 03

PS 537 03

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This interdisciplinary seminar focuses on conflict resolution in the international arena. In this course, we will discuss causes of conflict, examine approaches to the study of conflict resolution, and analyze the varieties of nonviolent strategies of conflict resolution. Special emphasis will be on the role of third party mediation. Cases (settled or ongoing) will be used to reflect on and evaluate all aspects— from conflict conditions to negotiating activities and process to outcome.

Rationale or Justification for change:

This new course is made possible by the hire of a new IR faculty. Conflict resolution is an expanding area in the field and this course will enhance our offerings in important ways. With the world situation is even more uncertain in the post Cold War era and with so many intractable conflicts around the globe, there's never been a greater need for a course on conflict resolution.

***For General Education or Cultural Diversity Courses Only***

General Education Course:

<table>
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<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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For Writing Intensive Courses, attach a description of the kind and quantity of writing.

For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

(Check all that apply):

Instructional Type: Seminar

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<th>Grading Format:</th>
<th>Grade</th>
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Course will be offered:

- Fall Semester

- Spring Semester

- Summer Session

- Other courses are being changed or eliminated. (Explain.)

- Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.
Minnesota State University, Mankato
Curriculum Proposal

***For Program Proposals***

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: [http://www.mnsu.edu/academic/html/curformsprocesses.htm](http://www.mnsu.edu/academic/html/curformsprocesses.htm)

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
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POL. SCI. 4/537: INTERNATIONAL CONFLICT RESOLUTION (WED. 6-8:45; AH 315)
Preliminary Schedule

INSTRUCTOR
Abdalla M. Battah
Office: Morris Hall 222H
Office Phone: 389-1019
Webpage: http://www.intech.mnsu.edu/battah/
E-Mail: abattah@mnsu.edu
E-Code: CR4371S06

OFFICE HOURS
Tuesday: 12:15-2:45
Wednesday: 11:00-1:00, 4:00-6:00
Thursday: 12:15-2:45
Other times by appointment only

DISABILITY STATEMENT
"If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (v) or 1-800-627-3529 (MRS/TTY)."

CLASS OBJECTIVES & LEARNING OUTCOMES
This interdisciplinary proseminar focuses on conflict resolution in the international arena. In this course, we will discuss causes of conflict, examine approaches to the study of conflict resolution, and analyze the varieties of nonviolent strategies of conflict resolution. Special emphasis will be on the role of third party mediation. Cases (settled or ongoing) will be used to reflect on and evaluate all aspects--from conflict conditions to negotiating activities and process to outcome.

By the end of the semester, the student should be able to:
1. understand core concepts and ideas of conflict resolution as well as the contributions of the field’s major scholars
2. distinguish among conflict sources and understand their characteristics
3. understand and critique conflict resolution models
4. understand the differences among nonviolence conflict resolution strategies
5. understand the stages of conflict resolution
6. understand and critique role and attributes of third party mediators
7. apply knowledge gained to cases of international conflict
8. evaluate conflict resolution outcomes
9. present in a coherent and concise way a case of international conflict
CLASS FORMAT  Seminar

REQUIREMENTS & GRADING

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<tr>
<th>REQUIREMENT</th>
<th>POINTS</th>
<th>DUE DATE [TIME]</th>
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<tr>
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<td>U-GRAD</td>
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<tr>
<td>1 TP: Proposal</td>
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<td>10</td>
<td>1/25 [6:00 PM]</td>
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<td>2 TP: Rough Draft Copies</td>
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<td>10</td>
<td>3/22 [6:00 PM]</td>
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<td>3 TP: Final Draft</td>
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<td>70</td>
<td>4/26 [6:00 PM]</td>
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<td>4 Presentation</td>
<td>30</td>
<td>30</td>
<td>TBD</td>
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<tr>
<td>5 Midterm Examination</td>
<td>90</td>
<td>90</td>
<td>3/8</td>
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<tr>
<td>6 Book Reviews (2)</td>
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<td>30</td>
<td>2/15, 3/22</td>
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<tr>
<td>7 Final Examination</td>
<td>90</td>
<td>60</td>
<td>May 10 [6:30-8:00]</td>
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Total Points Possible 300 300

GRADING SCALE:

A  267-
B  237-266
C  207-236
D  186-206
F  ≤185
P  ≥198

TERM-PAPER

You are to select in consultation with me a relevant case for your proposal as soon as possible. Make sure there are sufficient library materials available on the case. You must submit a 2-page research proposal by (but no later than) January 25. You can proceed researching your topic as soon as your proposal receives approval. This is a research paper. Internet sources should be limited to no more than 30%. The research should reflect considered study of books (5 or more) and scholarly journal articles, some of which can be obtained from online sources (e.g., JSTOR).

The paper should be 13-15 (for graduates 18-20) pages in length, exclusive of the bibliography and appendixes. It should be typed and double-spaced, with a separate bibliographical section. Make sure to number the pages and to follow the guidelines of a standard style manual, such as the Style Manual For Political Science. A link for SMPS can be found on my webpage. A rough draft copy is to be handed to me no later than March 22. My feedback should be reflected in the final draft that will be submitted to me no later than April 26. Papers submitted after this date may NOT be graded at all.

PRESENTATION

The student will provide an overview of the case that was researched, which should include a brief historical background, evolution of the problem, main issues and actors, attempts at conflict resolution, role of third parties, how things stand today (if not resolved), prospects for resolving the problem, outcome evaluation (if settlement was concluded). This should take no more than 10 minutes. An additional five minutes will be devoted for an open discussion about the presentation and topic. If you need to use visual or any other teaching aids, discuss this with me prior to your presentation so that I can help in the process. Multi-media presentations are strongly encouraged! Remember that if you are absent on the date of your scheduled presentation, you may not be allowed to do your
presentation at another time and will in all likelihood get zero for your presentation. The presentation will be graded jointly with the students. The procedure will be explained by the instructor later.

BOOK REVIEWS: [Graduates Only]

The student must complete critical reviews of two books on conflict resolution. This requirement is only for the graduate students. The books should be selected in consultation with me by (but no later than) January 25. The length of each book review should be 6-7 double-spaced, type-written pages. A handout of helpful hints on making critical reviews will be passed in class in the second week of the semester. Due dates: first review – Feb. 15; second, March 22.

ATTENDANCE POLICY

Class attendance and active participation are quite essential. The instructor will use his discretion to impose an appropriate penalty for frequent absenteeism. Generally, however, a student missing one session will lose 10 points, two sessions 20 points, three one full letter grade forfeited, and four or more “F” for the course. Special consideration will be given those students with a genuine, documented personal or immediate family emergency. If you are affected by this, please bring in official documentation of your case.

If you miss a class, make sure to touch base with me or with one of your classmates to keep fully informed about class discussions and expectations. Remember that it is your responsibility to know about class discussions, and to pick up your graded papers, exams, or handouts. You are encouraged to make collaborative arrangements with others in the class.

REQUIRED TEXTBOOKS (available for purchase at the bookstore):


Hard copies of other required or recommended book sections and articles will be placed on reserve. Some that are available through JSTOR will be linked to course website and accessed with a password designated by the instructor.

COURSE OUTLINE

January 18 & 25
CONFLICT: CAUSES, TYPES AND DOMAINS


February 1 & 8

THE STUDY OF CONFLICT RESOLUTION


February 15 & 22

CONFLICT RESOLUTION: NEGOTIATION & ITS FORMS & PHASES


March 1 & 8

MEDIATION


March 22 & 29

NEGOITIATORS & MEDIATORS: POWER, INTEREST & ATTRIBUTES


April 5 & 12

PROCESS TACTICS & ACTIVITIES


April 19
CONFLICT RESOLUTION: OUTCOMES

April 26 & May 3
PRESENTATIONS

FINAL EXAMINATION
Wednesday, May 10, 6:30-8:00
Battah’s Guidelines

(Revised in January 2004)

- Come to class on time, every time.
- Make sure to shut down all electronic devices during class time. If we are in AH315, use the computers only as directed by the instructor. Use of these computers as well as the in-class printer for other matters is strictly prohibited.
- If you need to leave class for whatever reason, do so as you please, but make sure to be quiet and courteous.
- No side chatting is allowed; if you wish to do that I ask that you take this to the hallway or some other place.
- Before class make sure to have read the assigned chapter or chapters. Remember that I do not intend to cover every issue or topic raised in the texts. I consider the text as a supplement to my instruction in the classroom. You are strongly encouraged to raise any issue covered in the text during class discussion. Sometimes, you’ll find out that I am using terms or concepts in a slightly different (or even contradictory) manner than what is outlined in the text. This should always give you an opportunity to find out the reason. So, ask for elaboration in the classroom.
- I use the standard scale for my grading. I usually offer extra credit opportunities to help compensate for lost points on exams, but they must be earned. I do not “norm” or curve my grades.
- Plagiarism is a serious academic offense. It is your responsibility to ensure that your work is free of plagiarism. If a student is caught plagiarizing (directly or indirectly) any piece of work (exams, papers, presentations, etc.) for my course, he or she will get “F” for the course—not just for the particular assignment in question. I reserve the right to also formally report an incident to Academic Affairs, Student Affairs, and others in the university, for additional disciplinary action that might include expulsion from the university. For more information on plagiarism and on MSU policy, see “student writing resources” links on my web page (On my web page, go to “Links”, then under “Student Writing Resources”, click on subsections of “Plagiarism and Code of Conduct”).
- Cheating on exams is serious. I will not hesitate to formally report you for official sanctions.
- E-Mail is a convenient method for all of us. I’ll create a class list to send group e-mails when necessary. You are encouraged to write if you need to. However, make sure to use the subject line E-Code provided on the syllabus. And, do not send me via e-mail assignments, papers, or any thing else that should have been handed in class. I do not accept e-mail with attachments, and will routinely delete them without opening them.
- Sexual harassment is prohibited (see MSU policy and definition)
- Discrimination is prohibited (see MSU policy and definition)
- Student disability (see syllabus for statement)
- PSEO: See Academic Affairs Guidelines at: http://www.mnsu.edu/acadaf/memo.htm
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7. apply knowledge gained to cases of international conflict
8. evaluate conflict resolution outcomes
9. present in a coherent and concise way a case of international conflict
C. A LIST OF RESOURCES REQUIRED TO OFFER AND SUPPORT THIS COURSE

Ideally, a well-ventilated room, a smartboard, smartboard-compatible multimedia equipment, cable TV.

D. HOW WILL THIS COURSE AFFECT DEPT. STAFFING

The hire of new IR faculty has freed me to offer a new course, and I chose to do this one because of my expertise and longtime interest in conflict resolution. It does not require any restructuring or elimination of courses, nor does it unduly burden existing staff.

E. EXPECTATIONS OF GRADUATE STUDENTS

This is a proseminar. My graduates will be expected to write a lengthier paper (5 additional pages) and they will be expected to write two critical book reviews. And, my unwritten rule for graduates is that they participate at a higher level to enrich the quality of class discussions. Please consult the syllabus for more details.