




SENATE LEGISLATION APPROVAL

Date:	October 8, 2015
To:	Wallace D. Loh
From:	Willie Brown Chair, University Senate 
Subject:	Approval of the PCC Proposal to Establish a New Area of Concentration in International Relations for the Bachelor of Arts in Government and Politics
Senate Document #:	15-16-06


I am pleased to forward for your consideration the attached legislation entitled, "PCC Proposal to Establish a New Area of Concentration in International Relations for the Bachelor of Arts in Government and Politics." Andrew Harris, Chair of the Programs, Curricula, and Courses Committee, presented the proposal. The University Senate approved the proposal at its October 7, 2015 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: Approval of the PCC Proposal to Establish a New Area of Concentration in International Relations for the Bachelor of Arts in Government and Politics
Senate Doc. No. 15-16-06

WB/rm

- Cc: Mary Ann Rankin, Senior Vice President and Provost
Reka Montfort, Executive Secretary and Director, University Senate
Michael Poterala, Vice President and General Counsel
Steven Marcus, Associate Provost for Faculty Affairs
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs
Andrew Harris, Chair of the PCC Committee
Irwin Morris, Chair of Government and Politics
Gregory Ball, Dean, College of Behavioral and Social Sciences
Katherine Russell, Associate Dean, College of Behavioral and Social Sciences

Approved: 
Wallace D. Loh
President

Date: 10-08-2015



University Senate TRANSMITTAL FORM

Senate Document #:	15-16-06
PCC ID #:	15001
Title:	Establish a New Area of Concentration in International Relations for the Bachelor of Arts in Government and Politics
Presenter:	Andrew Harris, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	September 17, 2015
Date of Senate Review:	October 7, 2015
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Behavioral and Social Sciences and the Department of Government and Politics propose to offer a new area of concentration in International Relations for the Bachelor of Arts in Government and Politics. This new area of concentration will allow students majoring in Government and Politics to focus their upper-level major electives on courses related to international relations and comparative politics. This coursework will cover concepts that include power, institutions, political systems, theories of the state, political conflict, and war. Students will develop a basic knowledge of the methods, approaches, and theories used in accumulating and interpreting information applicable to the field of international relations. The department will be able to offer the concentration using existing resources, as it already has a prominent set of faculty that specialize in international relations and comparative politics. The department has offered many of the courses in this concentration already.</p> <p>Students pursuing the concentration will fulfill their major requirements by taking specific courses related to the concentration, including the following: GVPT200 (International Political Relations), GVPT280 (Comparative Politics) or GVPT282</p>

	<p>(Politics of the Developing World), five 300 or 400-level courses related to the field, and an intermediate foreign language course. Survey results of students intending to major in Government and Politics indicate a high level of interest in this concentration. The department believes that this concentration will help the University recruit talented students who are interested in studying international relations in the Washington, D.C. area.</p> <p>This proposal received the unanimous support of the Senate Programs, Curricula, and Courses committee at its meeting on September 4, 2015.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new area of concentration.
Committee Work:	The committee considered this proposal at its meeting on September 4, 2015. Irwin Morris, chair of Government and Politics, and Katherine Russell, Associate Dean of the College of Behavioral and Social Sciences, presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new concentration.
Risks:	If the Senate declines to approve this formal area of concentration, the University will lose an opportunity to leverage its strong international relations faculty and course offerings to recruit talented students interested in international relations.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL**

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

15001

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:

Please also add College/School Unit Code-First 8 digits:

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:

Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

- | | |
|--|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> Curriculum change for an LEP Program | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input checked="" type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> Request to create an online version of an existing program |
| <input type="checkbox"/> <i>Suspend/delete program</i> | |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The Department of Government and Politics proposes the creation of a new formal Area of Concentration in International Relations. The new concentration would be available to students majoring in Government and Politics, and would offer a formal course of study in a field that is in high demand among our current students. The proposed concentration is a 24 credit program, and courses in the concentration would be taught primarily by existing tenured and tenure-track faculty. We are not requesting any new resources for this concentration.

Departmental/Unit Contact Person for Proposal: Scott Kastner

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Scott Kastner, Scott Kastner, 22 April 2015
2. Department Chair Irwin L. Morris, Irwin L. Morris, 22 April 2015
3. College/School PCC Chair KAROL SIEGAN, Karol Siegan, 18 May 2015
4. Dean Katherine Russell, Katherine Russell, 18 May 2015
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Andrew Harris, Andrew Harris, 9/4/15
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

GVPT proposal to establish a new Concentration in International Relations

Introduction

The Department of Government and Politics (GVPT) has long been one of the University of Maryland's top academic programs in terms of curriculum, popularity, and enrollment. As a Limited Enrollment Program that serves approximately 1,000 majors, the program's strengths lie in the ability to provide rich and diverse course offerings with an emphasis on experiential learning opportunities. Over the past several years, the department has experienced a significant increase in interest in international relations coursework from current and prospective students. Despite the interest in a formal course of study in international relations, current options at the University are limited.

Meanwhile, the Department of Government and Politics (GVPT) has one of the most prominent set of international relations and comparative politics faculty in the country. Our tenure-stream faculty have significant research expertise on relevant topics that include the international politics of the Middle East (Shibley Telhami), the foreign relations of China (Margaret Pearson and Scott Kastner), the politics of development (Virginia Haufler, John McCauley and Joel Simmons), civil war (David Cunningham, Kathleen Cunningham and Kanisha Bond), interstate conflict (Paul Huth, Jonathan Wilkenfeld, William Reed and Sarah Croco), international organization (Todd Allee), global environmental politics (Jennifer Hadden) ethnic politics (Johanna Birnir), comparative electoral and legislative institutions (Ernesto Calvo), the politics of terrorism (Kanisha Bond, Johanna Birnir), and much, much more. Our department also houses the innovative Minor in International Development and Conflict Management (MIDCM), which offers students the opportunity to pursue a specific interdisciplinary topic and to take policy-relevant courses from outstanding instructors and prominent Washington D.C.-based practitioners.

Given the strong demand for international relations course work at the University, and given the tremendous expertise in international relations that already resides in GVPT, we are proposing a new area of concentration in international relations within the existing Bachelor of Arts degree in Government and Politics. The formal course of study will add value to our existing offerings and will prepare students for the competitive international relations job market and for graduate study in international relations. The concentration will offer an exciting new opportunity for current students who are serious about the study of international relations. We believe the new concentration will also enhance the attractiveness of the University to prospective students, especially given its location inside the beltway.

Proposed program and its centrality to institutional mission and planning priorities

The proposed Concentration in International Relations (CIR) would offer Government and Politics (GVPT) majors the opportunity to specialize in the study of international politics. The GVPT major provides students with a great deal of leeway in constructing a course of study consistent with an individual student's interests. All students in the major, upon completion of gateway requirements, are expected to complete three additional lower-level courses and six

upper-level courses. Majors are also expected to complete skills requirements (which include quantitative analysis and foreign language) and to complete a supporting sequence of five courses outside of GVPT. Students pursuing the new CIR will need to meet all existing GVPT major requirements. However, CIR students will be required to meet several additional requirements, including: completion of an introductory course in international relations (GVPT 200); completion of either a lower-level course on comparative politics (GVPT 280) or a lower-level course on the politics of the developing world (GVPT 282); completion of five upper-level courses in international relations or comparative politics (i.e., five of the six required upper-level courses need to major in GVPT must be in international relations or comparative politics); and intermediate foreign language study. CIR students will also be strongly encouraged to take advantage of UMCP's many study abroad and experiential learning opportunities. The program, in short, offers GVPT majors who are serious about the study of international relations with an opportunity to obtain a credential recognizing a course of study that concentrates heavily in this area.

The proposed concentration is closely aligned with UMCP's mission and strategic goals. As the state's flagship campus, the University's mission "is to provide excellence in teaching, research, and service. The University educates students and advances knowledge in areas of importance to the state, the nation, and the world. The University is committed to preeminence as a national center of research and graduate education, and as the institution of choice for Maryland's undergraduates of exceptional ability and promise." An integral part of this mission is the University's commitment to provide an enriching and challenging undergraduate experience. The University aims to elevate the quality and accessibility of undergraduate education with programs that are comprehensive and challenging, and serve students well as a foundation for the workplace, advanced study, and a productive, fulfilling life. A new concentration in international relations will align closely with these goals, as it offers outstanding undergraduate students the opportunity to pursue a rigorous and specialized course of study that will arm them with a better understanding of today's complex and rapidly changing world.

The proposed CIR also dovetails with the transformational outcomes identified in the University of Maryland, College Park's strategic plan. The first transformational goal of the strategic plan emphasizes that "through the quality and rigor of our academic programs, the University will attract Maryland's and the world's most exceptional undergraduate and graduate students..." The creation of a formal course of study in international relations will enable the University to compete more effectively with other Big Ten schools, most of which have programs that allow formal specialization in international relations or international affairs. It will also enable us more effectively to leverage our proximity to Washington DC in attracting top students interested in international relations, as most other research institutions in the region also offer formal courses of study in international studies. (See Appendix C for a list of Big Ten and Washington DC research universities that offer formal study of international relations or related field.) The second transformational outcome identified by the strategic plan emphasizes the University's emergence as "an international center, the state's door to the world." A formal course of study in international relations obviously closely parallels this objective.

Adequacy of curriculum design and delivery to related learning outcomes

Courses and program requirements

As noted earlier, students majoring in Government and Politics would have the option of pursuing a concentration in international relations. Students would still need to complete all GVPT requirements, including gateway requirements (GVPT is a limited enrollment program). After completing the gateways and formally declaring the GVPT major, students would have the option of pursuing the new CIR as part of their major course of study. Successful completion of the CIR would require that students pass (with grade C- or higher) the following:

- GVPT 200 (International Political Relations); 3 credits
- GVPT 280 (Comparative Politics) or GVPT 282 (Politics of the Developing World); 3 credits
- Five 300 or 400-level courses relating to international relations or comparative politics; 15 credits

The GVPT major has a skills requirement, which has four components: 1) Econ 200; 2) a complete level of elementary foreign language; 3) a quantitative course; and 4) an additional skills course. GVPT majors have the option for the additional skills class of either completing an intermediate-level foreign language course or taking a second quantitative course. Students pursuing the new CIR will be required to pursue the intermediate foreign language option for their additional skills requirement (minimum 3 credits).

Students pursuing the CIR will be strongly encouraged to pursue study abroad and experiential learning opportunities. Practicum courses that are linked to internships in international relations-related positions will count toward the total number of upper-level international relations/comparative politics courses students must take (up to a maximum of two such courses).

Appendix A₁ provides a major card for GVPT majors pursuing the Concentration in International Relations. The CIR course of study totals 24 credits (including the intermediate foreign language requirement as the second skills course).

Appendix A₂ provides detailed information on all of our courses that will be part of the new CIR.

Educational objectives and intended student learning outcomes

This is a concentration within the existing GVPT major, and learning outcomes of the new concentration will parallel GVPT learning outcomes, though with more focus on international relations-specific concepts:

- Develop an understanding of basic international relations concepts including power, institutions, political systems, theories of the state, political conflict and war, and contending analytical and theoretical approaches.
- Develop proficiency in research and analytical skills.
- Develop a basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information applicable to the field of international relations.

- Develop effective oral and written communication skills to clearly and coherently present information in the field of international relations.

The new concentration will not affect GVPT's ability to meet its general education requirements, there are no specialized accreditation or graduate certificate requirements, and the department will not be contracting with another institution or organization.

Critical and compelling regional or statewide need as identified in state plan

The Concentration in International Relations will contribute directly to the need for the advancement and evolution of knowledge. CIR will be the first concentration in GVPT and will leverage the unique strengths of the department, its resources, and premier faculty. Students will have the opportunity to learn from leading experts in the field of international relations, and to take advantage of the wealth of opportunities available in the Washington Metropolitan area. Ultimately, we hope that the concentration will help to attract top students to Maryland, students who might otherwise have attended other Big Ten schools, or private research universities in the Washington DC area that offer formal study in international politics.¹ The University of Maryland is almost unique among these schools in not offering a formal course of study in international relations or related field, and so this new concentration will be filling an important gap in opportunities available to Maryland residents at their flagship state university. In turn, we will be building a stronger community of students with an interest in a field of critical contemporary relevance.

The new concentration will dovetail with key goals articulated in the Maryland State Plan for Postsecondary Education. For instance, the concentration will offer learning opportunities of the highest quality for our students: our courses will be taught primarily by tenured and tenure-track faculty, all of whom are highly accomplished in the field (see faculty information provided in Appendix B). The range of international relations courses that our department will offer is really quite breathtaking, and will include course on specific regions of the world (such as East Asia, or Africa, or Latin America), and a broad range of topics such as international and civil conflict, comparative political institutions, and global environmental politics. The new concentration is also consistent with diversity goals. The Department of Government and Politics is strongly committed to diversity and the University's expressed diversity goals. Approximately 23% of our students are students of color, and approximately 50% are women. Our diverse student population reflects the fact that we place great value on all members of the community. Our internal polling suggests that our new concentration will be of great interest to women and students of color. In particular, over 32% of students expressing strong interest in our proposed concentration self-identified as African American or Latino, and 54% were women. (We describe our internal poll in more detail below.)

¹ See again Appendix C for a summary of other Big Ten and Washington DC-area research schools with formal courses of study in international relations or related fields.

Quantifiable and reliable evidence and documentation of market supply and demand in the region and state

Students pursuing a course of study in international relations have an extensive array of career options available to them, as the knowledge and skills that are emphasized in our GVPT major and proposed Concentration in International Relations have broad applicability. Many students completing the concentration may wish to pursue careers in the federal government, working in places like the State Department, the Department of Defense, the Department of Commerce, or the intelligence community. They might also seek careers in the vast network of think tanks and contracting companies that conduct research directly relevant to US foreign policy (such as, for instance, the RAND Corporation, or the CNA Corporation, or the Institute for Defense Analyses). A course of study in international relations would also well-serve students seeking to pursue careers in the broad array of international governmental and non-governmental organizations, as well as those seeking to pursue careers in business or finance in today's globalized world. And many students will undoubtedly seek post-graduate study when finished, in diverse fields such as law, business, or international affairs. Some will also enroll in PhD programs in international relations, hoping to pursue a career in academia.

One recent book published by Georgetown University Press offers guidance to students hoping to pursue careers in international affairs.² The book examines a broad range of career opportunities that are available to students who specialize in the study of international relations, including careers within the US government, in international organizations, in banking, in business, in consulting, in universities and university research centers, in international development, and more. These are all careers in which strong understanding of international relations is a potential asset to employers, and into which we anticipate our graduates will gravitate. Needless to say, we cannot fully quantify the number of job market openings that will be available to our graduates. Here we provide a snapshot into potential career opportunities, with a focus more specifically on federal government positions relating to international relations.

At a macro-level, according to the US Government Accountability Office (GAO), from 2004 to 2012, the federal non-postal civilian workforce increased by 258,882. 94% of this increase came from three agencies directly related to international affairs: the Department of Homeland Security, the Department of Defense, and the Department of Veterans Affairs. The GAO reports that approximately 600,000 current civilian employees of the federal government will be eligible to retire by 2017, suggesting in turn a continued strong demand for qualified employees within the federal government.³ If we drill down further, the US intelligence community (which includes 17 different US government agencies) advertises “thousands” of job opportunities across a broad range of careers, including many that demand expertise in international affairs.⁴ The US Foreign Service—again, a career path closely tied to an

² Maria Pinto Carland and Candace Faber. *Careers in International Affairs, Eighth Edition*. Washington DC: Georgetown University Press, 2008.

³ United States Government Accountability Office, Report to the Ranking Member, Committee on the Budget, U.S. Senate, Federal Workforce: Recent Trends in Federal Civilian Employment and Compensation. (GAO-14-215) January 2014.

⁴ <http://www.intelligence.gov/careers-in-intelligence/index.html>

international relations course of study—currently employs approximately 13,000.⁵ And obviously there are many, many other agencies in the federal government that conduct work relating to international relations.

In sum, the job opportunities for students specializing in international relations are broad. Many students completing our program will seek employment in the federal government, and here we have provided a snapshot of the job market there. But many students will pursue graduate studies in a range of different disciplines and professional schools, and many others will seek career paths in business, finance, international organizations, etc.

Reasonableness of program duplication/justification for proposed program

Several other University System of Maryland schools have interdisciplinary majors in global studies or international studies, including Coppin State, Frostburg State, Salisbury, Towson, the University of Baltimore, and the University of Maryland, Baltimore County. Our proposed program differs from these in important ways. Most obviously, we are proposing a concentration within an existing major, rather than a new major, and so the number of courses required is consequently much smaller. Moreover, these other programs are broadly interdisciplinary, and typically require students to take courses across a range of fields, including history, economics, government, and area studies. Our proposed concentration, on the other hand, trades this sort of breadth for depth: students in CIR will pursue an intense course of study in international relations from a political science (i.e., GVPT) perspective. Our proposed concentration is thus quite different from these other USM programs, and we expect it to have little impact on them.

Our proposed IR Concentration is especially reasonable given our faculty expertise and the demand from our own students. Later, in the section on faculty resources below, we provide more details on the faculty who will teach in our new concentration, and appendix B provides a comprehensive list in this regard. Here we wish to say a few more words about student demand. We know from anecdotal data that demand for a formal course of study in international relations is high among our students. Some of our very best students, for instance, are currently applying to other universities, such as Georgetown or Tufts, because these other schools offer a formal course of study in international relations while we do not. Many of our faculty have been asked by our students why we do not have a formal course of study in international relations, and have been told that students find the lack of options here disappointing.

Given anecdotal data pointing toward student demand for a new course of study in international relations, we decided to conduct a more systematic survey to better understand student demand. The survey was conducted in GVPT100, which is a gateway course that is required of all students who wish to enter the GVPT major. Most students take this course in their first or second year; it thus offers a nice sample of future GVPT majors. A total of 158 students took the survey, and of these 107 were planning to major in GVPT. We provided students with a brief description of the proposed Concentration in International Relations, and then asked how likely they were to enroll in this new program. Of the 107 students planning to

⁵ <http://careers.state.gov/learn/what-we-do/mission>

major in GVPT, 53 (50%) indicated that they were very likely, or certain, to pursue the Concentration in International Relations if we were to implement the new program. Another 33 (31%) were somewhat likely. In short, demand for the new concentration is very high among our prospective majors.

Finally, it is worth re-emphasizing that having a formal Concentration in International Relations makes us more competitive with peer institutions (such as other Big Ten Universities and other Research-1 universities in the DC area--see again appendix C). That UMCP currently does not have a formal course of study in international relations harms our ability to attract top students (and, anecdotally, appears to be the cause of some of our students' desire to transfer to other schools).

In short, our proposed CIR is both reasonable and justified, given student demand, faculty expertise, and efforts to compete effectively with peer institutions.

Relevance to Historically Black Institutions

We do not anticipate any significant impact of our proposed concentration on Historically Black Institutions.

Adequacy of faculty resources

Simply put, the Department of Government and Politics at UMCP has one of the strongest international relations and comparative politics faculties in the country. Some of our faculty have established themselves as leading experts in their fields. Shibley Telhami, for instance, is one of the country's leading experts on the Middle East, and Paul Huth is widely viewed as the leading scholar on territorial disputes. All of our faculty are engaged in cutting-edge research, and so students in the new CIR will have the opportunity to study with scholars who are working at the disciplinary frontier. And our faculty have expertise in, and can teach courses on, a broad range of topics relating to international relations and comparative politics, including: the Middle East (Shibley Telhami), the foreign relations of China (Margaret Pearson and Scott Kastner), Eastern Europe (Vladimir Tismaneanu), Latin America (Ernesto Calvo, Johanna Birnir) the politics of development (Virginia Haufler, John McCauley and Joel Simmons), civil and interstate war (Paul Huth, Jonathan Wilkenfeld, Mark Lichbach, William Reed, Sarah Croco David Cunningham, Kathleen Cunningham and Kanisha Bond), international organization (Todd Allee), global environmental politics (Jennifer Hadden, Isabella Alcaniz), ethnic politics (Johanna Birnir), comparative institutions (Ernesto Calvo, Karol Soltan), the politics of terrorism (Kanisha Bond, Johanna Birnir), and more.

Appendix B provides a complete list of faculty who will teach courses in the new concentration, along with their qualifications and the courses they will teach.

Adequacy of library resources

There are no issues with library resources. Our library at UMCP already has a strong collection of books pertaining to international relations, and subscribes to all major international

relations scholarly journals. The library also subscribes to a rich variety of databases that will be of great use to students pursuing the new concentration.

Adequacy of physical facilities, infrastructure, and instructional equipment

We are not anticipating that the concentration will have a large impact on the number of Government and Politics majors, so we expect that there should be no significant impact on GVPT demand for facilities, infrastructure or instructional equipment.

Adequacy of financial resources with documentation

We are not asking for any new financial resources to launch this new concentration. Rather, we will finance the concentration using existing GVPT resources.

Adequacy of provisions for evaluation of program

The Department of Government and Politics has a strong track record with regard to Learning Outcomes Assessments (LOAs). We have instituted a rigorous assessment protocol that centers on evaluating student learning in our upper level courses. Appendix D provides details of our LOA protocol and schedule for the current cycle. We will implement the same protocol for the new concentration, though as noted earlier, learning outcomes in the concentration will be slightly different (i.e. more focused on international relations-specific concepts).

The Department of Government and Politics is also in the process of implementing a new peer evaluation-based assessment of teaching effectiveness. Each instructor in our department will be observed on a regular basis in the classroom by other faculty of higher rank (or, in the cases of full professors, of equal rank). The information from these observations, in turn, will be used to provide constructive feedback with the aim of improving teaching effectiveness. All faculty teaching in the Concentration in International Relations will be subject to this new observation protocol. Appendix E provides the rubric that will be used in the observations; the rubric comes from the UMD Center for Teaching Excellence.

Consistency with the State's minority student achievement goals

As noted earlier, the Department of Government and Politics is strongly committed to diversity. Our department consistently draws a large number of minority students to our major, and we work hard to provide an environment that facilitates success for all students. Our survey indicates (as noted earlier) that students who self-identify as African American or Latino are especially likely to be interested in our proposed concentration. We predict that the percentage of students who self-identify as persons of color within the major will remain constant if not increase with the proposed CIR. The department plans to promote CIR and conduct outreach specifically to minority students within the major as well as non-majors. We plan to promote CIR via our undergraduate blog; website; campus listservs; Black, Latino, and Asian American campus student organizations; and through the department-sponsored Black Political Student

Association. We will monitor the demographic data to ensure that the diversity of CIR students mirrors that of the major. We believe educational outcomes associated with the creation of the CIR speaks to the State's minority student achievement goals of cultural competence and specifically the goal of retaining and attracting a diverse student body. With a structured program, CIR and its diverse student body will have an academic home and resources to form diversity-oriented student organizations and programming. We hope these resources will help promote culturally competent and inclusive environments inside our classrooms and within the larger campus.

Conclusion

The proposed Concentration in International Relations will offer students majoring in Government and Politics an exciting new opportunity that fills a major void at UMCP. The proposed concentration dovetails with the research and teaching interests of our current faculty, and we have demonstrated strong student demand for such a formal course of study. The proposal is consistent with UMCP strategic goals, as well as the higher education objectives of the State of Maryland. We look forward to beginning implementation of this exciting new program.

Appendix A1: major card for GVPT majors pursuing a Concentration in International Relations

Requirements	Credits
Gateway Requirements	
MATH111 or STAT100 (C- or higher) <i>[MATH220, 130, 140 may be substituted with C- or higher]</i>	-/3
GVPT100 (B- or higher)	-/3
GVPT170 [If AP/IB credit, then GVPT241] (with B- or higher)	-/3
GVPT Theory Requirement [Grade of C- or higher]	
GVPT241	3
GVPT Courses [Grade of C- or higher]	
-No more than 42 credits can be applied toward graduation credits.	
GVPT200	3
GVPT280 or GVPT282	3
GVPT Course of Choice	3
GVPT Course of Choice 300/400 Level	3
IR or Comparative Course of Choice 300/400 Level	3
IR or Comparative Course of Choice 300/400 Level	3
IR or Comparative Course of Choice 300/400 Level	3
IR or Comparative Course of Choice 300/400 Level	3
IR or Comparative Course of Choice 300/400 Level	3
GVPT Skills Requirement [Grade of C- or higher]	
ECON200	4
Elementary Foreign Language: Choose one: 1. High school transcript 2. Elementary level course(s) 3. Demonstrated proficiency through elementary level	0-12
Quantitative Course [from approved list]	3
Intermediate Level Foreign Language Course	3-4
GVPT Major Supporting Sequence [Grade of C- or higher]	
-Courses must be from a single department outside GVPT or have courses from multiple departments approved by a GVPT advisor. -Courses used for skills requirement cannot be applied to the supporting sequence requirement.	
Supporting Course 1	3
Supporting Course 2	3
Supporting Course 3	3
Supporting Course 4 300/400 Level	3
Supporting Course 5 300/400 Level	3

Appendix A2: Courses to be offered in the Concentration in International Relations

International Relations Courses

GVPT200: International Political Relations; 3 credits; Prerequisite: GVPT100
A study of the major factors underlying international relations, the methods of conducting foreign relations, the foreign policies of the major powers, and the means of avoiding or alleviating international conflicts

GVPT289J: Uncertain Partners: US & China in a Changing World; 3 credits
A study of major issues in US-China relations, and the prospects for a cooperative relationship.

GVPT306: Global Environmental Politics; 3 credits
Focus on three processes of international environmental policy development—identify problems, negotiating solutions, and implementing agreements—through a range of case studies, including global climate change.

GVPT360: International Negotiations; 3 credits; Prerequisite: GVPT200
A study of the complexities of international negotiation and cross-cultural decision-making. Students will apply advanced computer technology in an interactive simulation involving actual negotiations.

GVPT406: International Organizations; 3 credits; Prerequisite: GVPT200
A basic introduction to the full range of international organizations that have come into being over the past century and on-half, including those that aspire to be universal or global, those with a geopolitical or regional focus, and those that address specific structural or functional areas of human endeavor or issue areas.

GVPT407: International Political Economy; 3 credits; Prerequisite: GVPT200
Introduces the field of international political economy which analyzes the ways in which economic and political changes produce both economic and political reactions.

GVPT419B: Environmental Policy Analysis; 3 credits; Prerequisite: GVPT273
Advanced treatment of methods of environmental policy analysis. A review of various techniques used in the making, implementation, and evaluation of environmental policy analysis.

GVPT453: Recent East Asian Politics; 3 credits; Prerequisite: GVPT200
The background and interpretation of recent political events in East Asia and their influence on world politics.

Special Topics Courses in International Relations

GVPT409C: Middle East Politics; 3 credits

A survey of contemporary politics in the Middle East.

GVPT409D: International Security; 3 credits

Advanced analysis of key topics in international security, such as war, deterrence, alliances, nuclear weapons, and territorial conflict.

GVPT409F: Foreign Policy Decision Making; 3 credits

Advanced study in different approaches to foreign policy decision-making, including rationalist approaches, bureaucratic politics models, and psychological models.

GVPT409G: Global Corporations; 3 credits

Explores the causes and consequences of global corporate expansion, including the changing character of investment and production, and issues of power, global governance, and social responsibility.

GVPT409I: Theories of Conflict; 3 credits

Advanced study of the causes of armed international and civil conflict, with a focus on different theoretical approaches.

GVPT409M: Nationalist Groups; 3 credits

Cross-national survey of nationalist groups and their behavior.

GVPT409N: Theories of International Relations; 3 credits

Advanced study of major theories of international relations, including realism, liberalism, constructivism, cognitive/psychological approaches, and others.

GVPT409Q: International Relations of East Asia; 3 credits

Advanced study of international politics in contemporary East Asia. Topics of study include the rise of China and its implications for the region; North Korea's nuclear weapons program; Japan's post-WWII foreign policy; China-Taiwan relations and prospects for peaceful resolution; etc.

Comparative Politics Courses

GVPT280: Comparative Politics and Government; 3 credits; Prerequisite: GVPT100

An introduction to the comparative study of politics and governance, including the analytical frameworks for studies of politics and governmental institutions and a survey of the major types of European regimes.

GVPT282: Politics and the Developing World; 3 credits

A study of the domestic governmental institutions; processes and problems such as conflict and economic development; and the socio-economic environments that are common to developing countries of Africa, the Middle East, Asia, and Latin America.

GVPT289L: Religions, Beliefs, and World Affairs; 3 credits

Contemporary impact of religions on politics around the world, through four broad themes: how to understand religion in politics, the relationship between religion and the state, religious groups as sources of conflict and peace, and contemporary religio-political challenges.

GVPT482: Government and Politics of Latin American; 3 credits; Prerequisite: GVPT200; and GVPT282 or GVPT280

A comparative study of governmental systems and political processes of the Latin American countries.

GVPT445: Marxism and Post Marxism; 3 credits

The study of Marxist thought and an assessment of the critical transformations and reassessments of theory and practice of Marxism.

GVPT454: Seminar in the International Relations of China; 3 credits; Prerequisite: GVPT200.

Explores the foreign relations behavior of the People's Republic of China, with focus on the contemporary era.

GVPT456: The Politics of Terrorism; 3 credits; Prerequisite: GVPT200

Examination of the definition, causes and organization of terrorist activity, along with key domestic and international counter-and anti-terrorism responses. Special emphasis on challenges and opportunities to the scientific study of terrorism.

GVPT482: Government and Politics of Latin America; 3 credits; Prerequisite: GVPT200; and GVPT280 or GVPT282

A comparative study of the governmental systems and political processes of the Latin American countries.

GVPT484: Government and Politics of Africa; 3 credits; Prerequisite: GVPT282 or GVPT280

A comparative study of the governmental systems and political processes of the African countries, with special emphasis on the problems of nation-building in emergent countries.

GVPT487: Government and Politics of China; 3 credits; Prerequisite: GVPT280 or GVPT282

Discussion of major issues in the study of domestic politics of the People's Republic of China.

Special Topics Courses in Comparative Politics

GVPT368J: Geographies of Conflict and Development; 3 credits

A cultivation of knowledge and skills in studying the geographic patterns, trends, and relationships of armed conflict and development assistance around the world. Students will receive training from experts on key theories, information resources, methods and tools, then be

involved in direct applications to data development and analysis, working in teams, as part of a major active research project.

GVPT439A: Comparative Constitutional Law; 3 credits
Advanced cross-national study of constitutional law.

GVPT459B: Political Institutions; 3 credits
Advanced study of political institutions in a comparative context. Topics include comparative legislatures, presidential and parliamentary systems, authoritarianism, etc.

GVPT459C: East European Politics; 3 credits
Advanced study of historical and contemporary politics in Eastern Europe.

GVPT459D: Politics of the Developing World; 3 credits
Advanced study of contemporary politics in developing nations.

GVPT459L: Comparative Political Economy; 3 credits
Explores the political determinants of economic outcomes in comparative perspective. Key topics include the politics of development and growth, the politics of economic openness, and cross-national varieties of capitalism.

GVPT459R: Revolutions; 3 credits
Explores the causes and consequences of revolutions in a comparative perspective.

GVPT459W: Civil Wars; 3 credits
Advanced study of the causes of civil war, and factors that determine civil war duration, severity and prospects for durable settlement.

GVPT459X: Dictators and Dictatorships; 3 credits
A comparative examination of the politics of non-democratic countries.

Appendix B: List of Faculty by Field

International Relations

Todd Allee – Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT200 and GVPT406

Kanisha Bond- Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT456 and GVPT459W

Sarah Croco- Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT409D

David Cunningham- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT409N

Kathleen Gallagher Cunningham- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT409I and GVPT409M

Jennifer Hadden- Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT306

Virginia Haufler- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT200, GVPT407, and GVPT409G

Paul Huth- Tenured
Ph.D., Political Science
Professor
Courses: GVPT368J

Scott Kastner- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT200, GVPT289J, GVPT409Q, and GVPT453

William Reed- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT409F

Shibley Telhami- Tenured
Ph.D., Political Science
Professor
Courses: GVPT409C

Comparative Politics

Isabella Alcaniz- Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT419B

Johanna Kristen Birnir- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT456

Kanisha Bond- Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT456 and GVPT459W

Ernesto Calvo- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT409B and GVPT482

Mark Lichbach- Tenured
Ph.D., Political Science
Professor
Courses: GVPT280

John McCauley- Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT289L, GVPT282, and GVPT484

Margaret Pearson- Tenured
Ph.D., Political Science
Professor
Courses: GVPT280, GVPT454, and GVPT487

Joel Simmons- Tenure Track
Ph.D., Political Science
Assistant Professor
Courses: GVPT459D and GVPT459L

Karol Soltan- Tenured
Ph.D., Political Science
Associate Professor
Courses: GVPT439A

Vladimir Tismaneanu- Tenured
Ph.D., Political Science
Professor
Courses: GVPT445, GVPT459C, GVPT459R, and GVPT459X

Appendix C: Big Ten and Washington DC-area research schools with formal courses of study in international relations or related fields.

In the Big Ten, four schools currently have international relations, world politics, or international politics majors: Iowa, Michigan State, Ohio State, and Penn State.

Seven other schools in the Big Ten have international studies majors (or related, such as global studies): Illinois, Indiana, Michigan, Minnesota, Nebraska, Northwestern, and Wisconsin.

All major DC area research universities, including George Washington, Georgetown, Johns Hopkins, American, and George Mason have some version of an international affairs major. Georgetown has an international politics track within a Foreign Service major.

Appendix D: Learning outcomes assessment protocol for GVPT major in current cycle.

GVPT learning outcomes and assessment schedule

Student Learning Outcomes	Assessment Measures & Criteria	Assessment Schedule
<p>Develop an understanding of basic political science concepts including power, institutions, political systems, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.</p>	<p>Measure: Students complete assignments which require identification, preliminary explanation of importance, and application of basic political science concepts to higher level problems.</p> <p>Criteria: The Departmental Undergraduate Studies Committee will review and evaluate the course assignments from a sample of 400 level courses. This evaluation will demonstrate that 80% of students show "proficiency" on this assessment measure.</p>	<p>Fall 2011- A sample of 400 level courses will be selected for first round of evaluation. Evaluations will begin during the Spring 2012 semester.</p> <p>Spring 2012- A sample of 400 level courses will be selected for the second round of evaluations. Evaluations will begin during the Fall 2012 semester.</p>
<p>Develop proficiency in research and analytical skills.</p>	<p>Measure: Students complete assignments requiring research methods and analytical skills.</p> <p>Criteria: The Departmental Undergraduate Studies Committee will review and evaluate the course assignments from a sample of 400 level courses. This evaluation will demonstrate that 75% of the students show "proficiency" on this assessment measure.</p>	<p>Fall 2012- A sample of 400 level courses will be evaluated for scores on methods assignments. Evaluations will begin during the Spring 2013 semester.</p> <p>Spring 2013- A sample of 400 level courses will be evaluated for scores on methods assignments. Evaluations will begin during the Fall 2013 semester.</p>
<p>Develop a basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information applicable to the discipline of political science.</p>	<p>Measure: Students complete assignments requiring research methods and analytical skills.</p> <p>Criteria: The Departmental Undergraduate Studies Committee will review and evaluate the course assignments from a sample of 400 level courses. This evaluation will demonstrate that 75% of the students show "proficiency" on this assessment measure.</p>	<p>Fall 2013- A sample of 400 level courses will be evaluated for scores on methods assignments. Evaluations will begin during the Spring 2014 semester.</p> <p>Spring 2014- A sample of 400 level courses will be evaluated for scores on methods assignments. Evaluations will begin during the Fall 2014 semester.</p>

<p>Develop effective oral and written communication skills to clearly and coherently present information in the discipline of political science.</p>	<p>Measure: Students complete assignments requiring oral and/or written communication skills.</p> <p>Criteria: The Departmental Undergraduate Studies Committee will review and evaluate the course assignments from a sample of 400 level courses. This evaluation will demonstrate that 75% of the students show "proficiency" on this assessment measure.</p>	<p>Fall 2014- A sample of the 400 level courses will be evaluated for scores on oral and written communication skills assignments. Evaluations will begin in the Spring 2015 semester.</p> <p>Spring 2015- A sample of the 400 level courses will be evaluated for scores on oral and written communication skills assignments. Evaluations will begin in the Fall 2015 semester.</p>
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Assessment criteria

Assessment Criteria				
	Novice	Developing	Proficient/Good	Accomplished/Excellent
<p>Develop an understanding of the basic political science concepts including power, institutions, political systems, theories of state, political conflict, citizenship, and contending analytical and theoretical approaches.</p>	<p>Inability to recognize or understand basic political science concepts</p>	<p>Some understanding of basic concepts</p>	<p>Good understanding of political science concepts with some ability to apply basic concepts to higher arguments</p>	<p>Clear and mature understanding of basic political science concepts which allows student to analyze multiple concepts in higher level contexts</p>
<p>Develop proficiency in research and analytical skills.</p>	<p>No understanding of basic principles of research methods</p>	<p>Some understanding of research methods but without ability to apply knowledge to new problems</p>	<p>Good foundation of research methods and shows evidence of being able to apply knowledge to new problems</p>	<p>Exceptional understanding of research methods that will enable student to engage in independent research</p>
<p>Develop basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information in the field of political science.</p>	<p>No understanding of basic methods, approaches, or theories</p>	<p>Some understanding of basic methods, approaches, or theories without ability to apply knowledge to new problems</p>	<p>Good understanding of basic methods, approaches, and theories and the ability to apply knowledge to new problems</p>	<p>Excellent understanding of methods, approaches or theories that will enable student to engage in independent research</p>

Develop effective oral and written communication skills to clearly and coherently present information in the discipline of political science.	Ineffective writing and oral communication	Ability to communicate basic arguments in written/oral format	Developed written and oral communication skills to present arguments effectively	Ability to communicate at a high level; ability to persuasively and effectively present argument with the discipline of political science
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Sample Rubric for assessing quantitative research papers (from 400-level courses) on methods/approaches/theories used in interpreting information relevant to political science

	Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
Understanding of prior research	Strong review and understanding of existing theories on topic	Good understanding of existing theories, though somewhat thin on sources	Thin on sources, works cited may be somewhat inappropriate for topic at hand, interpretation of cited research has significant flaws	Few or no appropriate sources cited, poor understanding of work that is cited.
Clarity of research question	Clear, narrowly focused research question.	Research question is either vague <u>or</u> overly broad for scope assignment.	Research question is both vague <u>and</u> overly broad for scope assignment.	Research question not specified.
Hypothesis/hypotheses	Very clear and falsifiable.	Reasonably clear and falsifiable.	Vague and/or unfalsifiable.	No hypotheses given.
Research design: variables	Variables clearly identified; variables are appropriately operationalized given theory.	Variables are reasonably clear and appropriately operationalized, though some problems may exist.	Variables are not clearly specified and/or are operationalized very inappropriately.	Failure to identify variables used in analysis.
Research design: method	Appropriate methodology, executed correctly.	Appropriate methodology executed competently, though there may be some problems.	Significant methodological problems (inappropriate methods, incorrect application, etc.)	Fundamental problems.
Interpretation	Detailed interpretation of results, demonstrates strong understanding of methodology.	Good discussion of results, but some problems in interpretation.	Weak interpretation: seems not to have a good grasp of the implications of findings.	Fundamentally flawed interpretation of results.
Scoring	21-24: Advanced	15-20: Proficient	9-14: Developing	<9: Novice

Appendix E: Teaching peer-review rubric
 (Classroom Observation form from the UMD Center for Teaching Excellence)

Respond to each statement candidly using the following scale:
A = Accomplished/demonstrated **A+ = indicates exemplary** **I = Improvement is needed**
N/A = Not -applicable, -available or -appropriate for the class subject

1. Instructional Organization	Circle One (+)	Comments
Lesson was well planned and organized	A I N/A	
Objectives for this lesson were made clear	A I N/A	
Appropriate sequence of activities	A I N/A	
Related today's lesson to course topic	A I N/A	
Lesson included check/reflection of learning goals	A I N/A	
Instructor's directions were clear and precise	A I N/A	

2. Teaching Skills and Delivery	Circle One (+)	Comments
Maintained appropriate eye contact	A I N/A	
Voice presentation was appropriate (e.g. tone, volume, rate of speech, clarity)	A I N/A	
Teacher's language was competent and appropriate	A I N/A	
Had adequate wait time, following questions	A I N/A	
Repeated student questions or answer for class could hear	A I N/A	
Limited distracting behaviors and mannerisms	A I N/A	
Varied explanations for complex or difficult material	A I N/A	
Active approach (e.g. collaborative, cooperative, problem-solving, task-based) was part of the pedagogy	A I N/A	
Relevant and meaningful examples were used to establish connections with students' prior learning	A I N/A	
Presented material at an appropriate level	A I N/A	

3. Interpersonal and Classroom Interaction	Circle One (+)	Comments
Respect for diverse opinions was communicated	A I N/A	

Receptive to/actively encouraged student participation	A	I	N/A
Monitored student understanding	A	I	N/A
Students appeared to be interested and engaged in what was happening in class	A	I	N/A
Instructor responded to non-verbal clues	A	I	N/A
Engaged different learning styles	A	I	N/A
Instructor has good rapport and is approachable	A	I	N/A
Encouraged all students to participate	A	I	N/A

Respond to each statement candidly using the following scale:

A = Accomplished/demonstrated skills, A+ indicates exemplary I = Improvement is needed

N/A = Not applicable, available or appropriate for the class subject

4. Promotion of Knowledge and Skill Transfer	Circle One (+)	Comments
Demonstrated knowledge of the subject	A I N/A	
Lesson objectives were met	A I N/A	
Demonstrated enthusiasm for teaching and learning	A I N/A	
Critical thinking and analysis were encouraged	A I N/A	
Made use of active learning techniques (group, work, think-pair-share)	A I N/A	
Encouraged quality learning	A I N/A	

5. Use of Various Teaching Formats	Circle One (+)	Comments
Wrote key terms on whiteboard or visualizer	A I N/A	
Used presentation tools (PPT, Prezi, etc.) effectively	A I N/A	
Use questions and had adequate wait time	A I N/A	
Effectively incorporated and used technology (e.g. DVDs, computers, on-line activities, etc.)	A I N/A	
Used original materials effectively	A I N/A	
Provided useful and relevant handouts and materials	A I N/A	

6. Classroom Management	Circle One (+)	Comments

Managed student behaviors	A	I	N/A
Good use of time management (e.g. adequate breaks/returned on time)	A	I	N/A
Effective links and transition between activities	A	I	N/A
Efficiently conducted activities within available time	A	I	N/A
Instructor started class/ended class on time	A	I	N/A
Overall, class time was used effectively	A	I	N/A

Other Comments (Continue on next sheet if needed)
