

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

University of Maryland College Park

Institution Submitting Proposal

Government & Politics: International Relations

Title of Proposed Program

Bachelor of Arts

Award to be Offered

Fall 2016

Projected Implementation Date

220700

Proposed HEGIS Code

45.1001

Proposed CIP Code

Government and Politics

Department in which program will be located

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Signature of President or Designee

11/19/2015

Date

A. Centrality to the University's Mission;

As the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State, the University of Maryland, College Park (UMD) has a mission to provide excellent teaching, research and service, to nourish a climate of intellectual growth, and provide outstanding instruction in a broad range of academic disciplines and interdisciplinary fields. UMD has as a primary goal to provide knowledge-based programs and services that are responsive to the needs of the citizens across the state and throughout the nation. Its collaborations with state, federal, private, and non-profit partners promote economic development and improve quality of life.

An integral part of UMD's 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, serve students well as a foundation for the workplace, advanced study, and a productive, fulfilling life. The proposed Area of Concentration (AOC) for the Bachelor of Arts in Government and Politics is closely aligned with UMD's mission and strategic goals, as it offers outstanding undergraduate students the opportunity to pursue a rigorous and specialized course of study that will prepare them with a better understanding of today's complex and rapidly changing world. This new AOC will allow students to focus their studies 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 proposed AOC dovetails with the transformational outcomes identified in UMD'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. This concentration 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. 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.

Students participating in the International Relations area of concentration will be required to take an introductory course in international relations (GVPT 200); complete either a lower-level course on comparative politics (GVPT 280) or a lower level course on the politics of the developing world (GVPT 282); complete 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 complete an intermediate foreign language course. Students in the area of concentration will also be strongly encouraged to take advantage of UMCP's many study abroad and experiential learning opportunities. The program, in short, offers Government and Politics 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.

B. Adequacy of the Proposed Curriculum Design;

Area of Concentration Requirements

Government and Politics majors in the International Relations area of concentration will be required to take all major requirements. Some major requirements are restricted electives where students choose courses from a list of eligible courses. The area of concentration in International Relations will focus these restricted major electives on specific courses that involve international relations, listed as follows:

- GVPT200-International Political Relations (3 credits)
- GVPT280-Comparative Politics (3 credits) or GVPT282-Politics of the Developing World (3 credits)
- Five upper-level (course numbers 300-400) courses related to international relations or comparative politics (15 credits)
- An intermediate world language course (minimum of 3 credits)

See Appendix A for a full set of major requirements listed with the International Relations requirements. See Appendix B for a list of courses that will fulfill the requirements for the concentration.

Students pursuing the area of concentration 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).

Educational Objectives and Student Learning Outcomes

Learning outcomes of the new concentration will parallel Government and Politics 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 the students' ability to meet their general education requirements. There are no specialized accreditation requirements for the major. The department will not be contracting with another institution or organization.

C. Critical and Compelling Statewide Need;

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. The range of international relations courses that our department offers includes courses 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. Approximately 23% of students within the Government and Politics major 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.

D. Market Supply and Demand;

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 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 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. It is our expectation that many students will seek post-graduate study when finished, in diverse fields such as law, business, academia, or international affairs.

One recent book published by Georgetown University Press offers guidance to students hoping to pursue careers in international affairs.¹ 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.

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.² If we drill down further, the US intelligence community (which includes 17 different US government agencies) advertises job opportunities across a broad range of careers, including many that demand expertise in international affairs.³ The US Foreign Service-again, a career path closely tied to an international relations course of study-currently employs approximately 13,000.⁴

E. Reasonableness of Program Duplication, if any;

Several other University System of Maryland schools have interdisciplinary majors in global studies or international studies, including Coppin State University, Frostburg University, Salisbury University, Towson University, the University of Baltimore, and the University of Maryland, Baltimore County. However, our proposed concentration differs from these in important ways. Most obviously, it is situated within an existing 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

¹ Maria Pinto Carland and Candace Faber. *Careers in International Affairs*, Eighth Edition. Washington DC: Georgetown University Press, 2008

² 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.

³ The United States Intelligence Community. *Intelligence Careers*. 2015. <https://www.intelligencecareers.gov/index.html>

⁴ The United States Department of State. *Mission*. 2015. <http://careers.state.gov/learn/what-we-do/mission>

the other hand, trades this sort of breadth for depth: students in the concentration will pursue an intense course of study in international relations from a political science perspective.

Our proposed international relations concentration is especially reasonable given our faculty expertise and the demand from our own students. We know from anecdotal data that demand for a formal course of study in international relations is high. We conducted a 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 Government and Politics major. Most students take this course in their first or second year; it thus offers a nice sample of future Government and Politics majors. A total of 158 students took the survey, and of these 107 were planning to major in Government and Politics. 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 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.

F. Relevance to Historically Black Institutions;

We expect no negative impact on Historically Black Institutions in the state of Maryland. As the flagship institution of the state, our concern is losing talented students to out-of-state institutions because the ability to specialize in international relations seems to be unavailable at UMD.

G. Distance Education Program

N/A

H. Adequacy of Faculty Resources;

The department of Government and Politics at UMD 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. All of our faculty are engaged in cutting-edge research, and so students in the new concentration 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),

and the politics of terrorism (Kanisha Bond, Johanna Birnir). See Appendix C for a list of faculty credentials.

I. Adequacy of Library Resources;

No impact on library resources is anticipated.

J. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources;

The existing physical resources can accommodate the students anticipated as part of this new area of concentration.

K. Adequacy of financial resources;

This Concentration is based on existing courses within the department of Government and Politics, and is not expected to attract new majors to the program or new students to the university. Rather, it organizes a set of electives into a concentration for current students. Thus, there is no new tuition revenue nor is there a requirement for new faculty and staff. Resources required include fraction of time of existing faculty and staff to advise and track students within the concentration. These will be provided by reallocated departmental resources.

L. Adequacy of Program evaluation;

Upon completion of the concentration, students will be able to:

1. 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.
2. Develop proficiency in research and analytical skills.
3. Develop a basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information applicable to the field of international relations.
4. Develop effective oral and written communication skills to clearly and coherently present information in the field of international relations.

The Department of Government and Politics has instituted a rigorous assessment protocol that centers on evaluating student learning in our upper level courses. Appendix D provides details of our Learning Outcomes Assessment (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 has also implemented a new peer evaluation-based assessment of teaching effectiveness. Each instructor is 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, is used to provide constructive feedback with the aim of improving teaching effectiveness. All faculty teaching in the AOC in International Relations will be subject to this new observation protocol. Appendix E provides the rubric that is used in the observations; the rubric comes from the UMD Center for Teaching Excellence.

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals;

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 concentration. The department plans to promote the concentration and conduct outreach specifically to minority students within the major as well as non-majors. We plan to promote the concentration via our undergraduate blog; website; campus listserv lists; Black, Latino, and Asian American campus student organizations; and through the department-sponsored Black Political Science Association. We will monitor the demographic data to ensure that the diversity of the students mirrors that of the major. We believe educational outcomes associated with the creation of the concentration speak to the State's minority student achievement goals of cultural competence and specifically the goal of retaining and attracting a diverse student body.

O. Relationship to Low Productivity Programs;

N/A

Estimated Resources and Expenditures

(see notes in section K.)

Resources	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$53,890	\$55,207	\$56,563	\$57,960	\$59,399
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	50	50	50	50	50
b. Annual Tuition/Fee Rate	\$9,905	\$9,905	\$9,905	\$9,905	\$9,905
c. Annual FT Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	\$317	\$1,481	\$1,481	\$1,481	\$1,481
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$53,890	\$55,207	\$56,563	\$57,960	\$59,399

Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$15,960	\$16,439	\$16,932	\$17,440	\$17,963
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
c. Total Benefits	\$3,960	\$4,079	\$4,201	\$4,327	\$4,457
2. Admin. Staff (b+c below)	\$14,630	\$15,069	\$15,521	\$15,987	\$16,466
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$11,000	\$11,330	\$11,670	\$12,020	\$12,381
c. Total Benefits	\$3,630	\$3,739	\$3,851	\$3,967	\$4,086
3. Total Support Staff (b+c below)	\$13,300	\$13,699	\$14,110	\$14,533	\$14,969
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
c. Total Benefits	\$3,300	\$3,399	\$3,501	\$3,606	\$3,714
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operations	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL (Add 1 - 7)	\$53,890	\$55,207	\$56,563	\$57,960	\$59,399

Appendix A: Program Requirements for Government and Politics (GVPT) Majors Pursuing a Concentration in International Relations (IR)

Requirements	Credits
Gateway Requirements (Required of all GVPT majors)	
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 (Required of all GVPT majors) [Grade of C- or higher]	
GVPT241	3
GVPT Courses (Required of all GVPT majors) [Grade of C- or higher]	
-All GVPT majors are required to take a total of 27 GVPT credits, 18 of which must be at the upper-level (course numbers 300-400). No more than 42 credits can be applied toward graduation credits. Within these parameters, students in the International Relations concentration will take the following courses.	
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 (Required of all GVPT majors) [Grade of C- or higher]	
ECON200 (Required of all GVPT majors) (Required of all GVPT majors)	4
Elementary Foreign Language (Required of all GVPT majors): Choose one: 1. High school transcript 2. Elementary level course(s) 3. Demonstrated proficiency through elementary level	0-12
Quantitative Course [from approved list] (Required of all GVPT majors)	3
Intermediate Level Foreign Language Course (Required of students in IR concentration; other majors may take an additional quantitative course instead of an intermediate level foreign language course)	3-4
GVPT Major Supporting Sequence (Required of all GVPT majors) [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 B: 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 C: 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 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</p>	<p>Measure: Students complete assignments requiring research methods and analytical skills.</p>	<p>Fall 2013- A sample of 400 level courses will be evaluated for scores on methods assignments.</p>

<p>theories used in accumulating and interpreting information applicable to the discipline of political science.</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>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>

Assessment criteria

	Assessment Criteria			
	Novice	Developing	Proficient/Good	Accomplished/Excellent
Develop an understanding of the basic political science concepts including power, institutions, political systems,	Inability to recognize or understand basic political science concepts	Some understanding of basic concepts	Good understanding of political science concepts with some ability to apply basic concepts to higher arguments	Clear and mature understanding of basic political science concepts which allows student to analyze multiple concepts in higher level contexts

theories of state, political conflict, citizenship, and contending analytical and theoretical approaches.				
Develop proficiency in research and analytical skills.	No understanding of basic principles of research methods	Some understanding of research methods but without ability to apply knowledge to new problems	Good foundation of research methods and shows evidence of being able to apply knowledge to new problems	Exceptional understanding of research methods that will enable student to engage in independent research
Develop basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information in the field of political science.	No understanding of basic methods, approaches, or theories	Some understanding of basic methods, approaches, or theories without ability to apply knowledge to new problems	Good understanding of basic methods, approaches, and theories and the ability to apply knowledge to new problems	Excellent understanding of methods, approaches or theories that will enable student to engage in independent research
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

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	Good understanding of existing	Thin on sources, works cited may be	Few or no appropriate sources cited,

	of existing theories on topic	theories, though somewhat thin on sources	somewhat inappropriate for topic at hand, interpretation of cited research has significant flaws	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 un-falsifiable.	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-	A I N/A	

pair-share)			
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)

