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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 12/4/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Clayton Thyne

Email: clayton.thyne@uky.edu

Phone: 8592576958

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ F2012

1e. Should this course be a UK Core Course? Yes

Global Dynamics

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: PCE 410

2c. Full Title: Peace Studies Capstone Seminar

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: PCE 410 is designed to provide a "capstone" or conclusion to the Peace Studies certificate program. Its objective is to provide an opportunity to conduct independent research on a Peace Studies theme and area selected by the student so that s/he integrates the linkages between the themes, areas, and disciplinary foci of study. In collaboration with A&S faculty, PCE 410 provides peace studies students unique first-hand research experiences.

2k. Prerequisites, if any: PCE 201

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Peace Studies Certificate Program

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE[JMETT2]Joanie Ett-Mims|UKCore approval for ZCOURSE_NEW PCE 410|20131125

SIGNATURE[CPTHUR0]Christopher P Thuringer|Undergrad Council approval for ZCOURSE_NEW PCE 410|20140115

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	561	PCF410 UKCore GlobalDynamics_form_thyne.doc
Delete	1283	PCF 410 background for restart.docx
Delete	2691	PCF410 syllabus_thyne2013Dec.docx

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ⁴	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="text" value="3"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

PCE 410 is designed to provide a "capstone" or conclusion to the Peace Studies certificate program. Its objective is to provide an opportunity to conduct independent research on a Peace Studies theme and area selected by the student so that s/he integrates the linkages between the themes, areas, and disciplinary foci of study. In collaboration with A&S faculty, PCE 410 provides peace studies students unique first-hand research experiences.

k. Prerequisites, if any:

PCE 201

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Peace Studies Certificate Program

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

-
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - The chair of the cross-listing department must sign off on the Signature Routing Log.
 - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
 - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: PCE 495: Peace Studies Capstone Seminar

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Readings for Weeks 11-13 (p. 9-10 in the syllabus). Part 2 of the Policy Memo project (p. 14 in the syllabus).

Brief Description:

This course is designed to give the students background on issues that cause conflict in the international community. Inequality and diversity are critical to this understanding, and these issues permeate much of the course. The readings mentioned above are the clearest instances, though many more readings speak to this objective. In writing their policy memo, the students will also need to explain the historical background of the conflict they choose to discuss. Though I suppose it's possible for conflicts to arise independent of issues of human diversity and equality, I can think of few instances where these issues would not arise.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Sections 4.1 (p. 13) and 4.3 of the Policy Memo assignment (p. 14-15 in the syllabus).

Brief Description:

The policy memo is meant to provide specific policy recommendations to deal with an international conflict. The students are also required to identify alternative approaches to their recommendation. Both require the students to identify the pros and cons of each approach, which will relate to the complexities of participating in a diverse, multiethnic, multilingual world community. In regards to responsibilities, the summary statement of the policy memo will clearly identify why the policymaker should care about the conflict being addressed. Thus, the students must explain in concrete terms why leaders and their constituents have a responsibility to deal with conflicts at the international level.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Readings for Weeks 14-15 (p. 10-11 in the syllabus) and Section 4.3 of the Policy Memo assignment (p. 14-15 in the syllabus).

Brief Description:

The readings in the course conclude with a survey of recent research on "Peace and Reconciliation" and "Mechanisms for Peace." These readings explain how policymakers have dealt with conflicts,

including the ethnical dilemmas and trade-offs that must be thoughtfully evaluated, weighed, and resolved. For example, Week 14 covers conflict resolution in the former Yugoslavia, Czech Republic, and South Africa. Beyond this, the Policy Memo assignment will have students thinking through the pros and cons of their recommended policy versus other policies. A key component of this part of the assignment will be to consider the dilemmas the policymakers face in implementing policy solutions to international conflicts.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:
Everything except Section 3 of the syllabus (p. 8-9).

Brief Description:

In Section 3 of the syllabus I provide a brief focus on social movements in the US. This is meant to help students access prior knowledge to more easily scaffold them towards less well-known international movements. Aside from this, essentially all readings and the policy memo assignment speak to non-US cultures and societies. The policy memo will have the students speak to one conflict in the international arena, thus giving students both a general background of non-US cultures and societies and a more refined understanding of an area of their particular interest.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:
Readings from Weeks 5-7 (syllabus pages 7-8).

Brief Description:

Section 2 in the syllabus (Weeks 5-7) are geared towards efforts by international actors to solve conflicts. For example, Week 6 focuses on how international organizations and states attempt to end civil wars and establish lasting peace. This brings in two elements relative to this objective. First, external actors must understand the dispute they are trying to settle, including the local features described in the learning objective. The characteristics of disputes are frequently similar across cases. For example, inequitable distribution of resource wealth is a key grievance that spurs rebellion. This speaks to the global trend issue. Second, the efforts by international actors to settle disputes has varied over time, and has an important effect on how conflicts develop.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:
For civic engagement, see Sections 1 and 5 of the syllabus (pages 7 and 10, respectively). For power and resistance, see part 4.3 of the Policy Memo assignment (pages 14-15 of the syllabus).

Brief description:

I'm confident that I could argue that the course meets all four of these criteria, though I mention the most obvious two above. In regards to civic engagement, the first section of the readings gives students an understanding of how policymakers attempt to end international disputes. A key point in these readings is that leaders must satisfy the needs of their constituents to act. Without support, leaders are likely to sit back and watch crises unfold. Thus, students will learn that engagement in the political process is an important mechanism to get leaders to bring peace. Likewise, in the Policy Memo the students will be required to present a compelling argument for action. They must be realistic in their assessments, understanding that leaders will rarely act if few of their constituents care about the conflict. For the power and resistance component, in the policy memo assignment the students will have to understand both past conflict resolution efforts and propose alternative courses for action. This will give them the opportunity to explain potential resistance to their recommendations, and to be honest about the power that the policymaker actually has to bring peace to a dispute.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Paper Assignment (pages 12-18 on the syllabus). For grading, see page 2 on the syllabus.

Brief description:

The capstone project will comprise 50% of the course grade. It will be delivered via BlackBoard for easy assessment.

The non-US focus constitutes at least 50% of the course.

Brief Description:

Readings from Weeks 8-10 are focused on the US. Beyond that, all readings and the policy memo assignment have a non-US focus. Thus, I'd estimate that around 90% of course content has a non-US focus.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Paper Assignment (pages 12-18 on the syllabus). In particular, see Sections 4.2 and 4.3 (pages 14-15 on the syllabus).

Brief description:

The students will be required to gain extensive knowledge of the conflict they choose, including the historical background and the current situation. They will also need to understand past conflict resolution efforts, and be able to propose a new solution to the conflict. Very little of this will be common knowledge, and very little can be found on many conflicts using a simple google search. The students will have to use the library and appropriate academic sources to discover the in-depth knowledge of the situation that the policy memo assignment requires.

Reviewer Comments:

Peace Studies Capstone Seminar
PCE 410
[TERM]

Primary Instructor: Dr. Clayton Thyne
Office: 1625 Patterson Office Tower
Office Hours: TBA
Email: clayton.thyne@uky.edu
Phone: 859-257-6958
URL for Course Syllabus: TBA

COURSE SUMMARY

PCE 410 is designed to provide a “capstone” or conclusion to the Peace Studies certificate program. Its objective is to provide an opportunity to conduct independent research on a Peace Studies theme and area selected by the student so that s/he integrates the linkages between the themes, areas, and disciplinary foci of study. PCE 410 provides peace studies student a unique first hand research experience/faculty relationship unique among UK’s College of Arts and sciences majors.

This course has two main foci, which are aligned with the objectives for UK Core’s *Citizenship-Global Dynamics*. The first is to further the students’ understanding of the multiple issues and processes of peace. While the materials covered in *Peace 201* are meant to provide a background on Peace Studies and relevant theories on the topic, the course materials here are geared towards (1) an improved understanding of the complex and global nature of Peace Studies and (2) development of specific skills to further peaceful resolution of conflicts. Multiple topics will be discussed during in-class sessions, and the topics covered are aligned with the six learning outcomes defined by UK Core.

The course begins by defining the skills of peacemaking, including negotiation, mediation, and efforts towards reconciliation and justice. It then considers how these skills have been applied in the international context, focusing on peacemaking efforts in both civil and international conflicts. The third section looks at peacemaking efforts in the US context, considering peacemaking during the civil rights movement, efforts to minimize conflict over immigration, and the gender equality movement. Next, we discuss specific cases in which peacemaking skills have been used to varying degrees of success, including indigenous rights in Latin America, anti-colonial movements in Asia, and ethnic conflict in Africa. The final section examines efforts to promote long-term peace and reconciliation, including actions taken by the International Criminal Court and UNESCO’s efforts to promote positive peace.

STUDENT LEARNING OUTCOMES

1. Student will demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Students will demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context.

3. Students will demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
4. Students will demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
5. Students will demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
6. Students will demonstrate an understanding of (1) civic engagement and (2) power and resistance as they pertain to the subject matter of the course.

Faculty Mentorship

The primary feature of this course is to provide a “capstone” or conclusion to your Peace Studies work. In addition to regular quizzes, you will conduct independent research on a Peace Studies theme for an international conflict of your choosing. The final assignment will be the production of a policy memo, which is explained thoroughly in the “Paper Assignment” section of the syllabus below. In order to make this process as fruitful as possible, you are required to establish a relationship with a faculty member other than the instructor. Students are encouraged to find faculty mentors on their own. However, if a student does not succeed in doing so, the instructor will take necessary steps to secure such a mentor for the student or else offer alternate means for the student to earn credit for this part of the course. The external faculty member’s role is to help guide you through the research process as s/he sees fit. This might include suggesting readings, reading drafts, or simply having informal conversations about the conflict you chose. How the relationship develops is entirely up to you and your faculty mentor.

Though the relationships may vary, this course requires that you meet with your faculty mentor at least 3 times throughout the semester. You will be required to turn in brief summaries of the “Take away points” from these meetings to assure that you are taking the opportunity to work with faculty seriously. More information about these assignments explained under “Faculty Mentorship Requirements” later in the syllabus.

Required Readings

Students will need to purchase the following book, which are available at the UK Bookstore.

1. Bercovitch, Jacob, and Richard Jackson. 2009. *Conflict Resolution in the Twenty-first Century*. Ann Arbor, MI: University of Michigan Press.

All other required readings and videos will be available on the course’s BlackBoard site.

Earning Grades

You will be graded in two ways. The first is a set of quizzes over the assigned readings and lecture notes, which come primarily from the course readings. The purpose of these quizzes is to

make sure that you are keeping up with the readings and learning the material. They are meant to be easy for those who are putting in the required time and effort. The second set of assessments comes from the various stages of your research assignment. This assignment will be due in various stages as outlined in the Course Schedule.

I will calculate your final grade based on the following:

Quiz 1: (date TBA): 6% of total grade

Quiz 2: (date TBA): 6% of total grade

Quiz 3: (date TBA): 6% of total grade

Quiz 4: (date TBA): 6% of total grade (cumulative final)

Quiz 5: (date TBA): 6% of total grade (cumulative final)

Capstone Project, Part 1: Summary Statement (due date TBA): 10% of total grade

Capstone Project, Part 2: Analytical Overview (due date TBA): 15% of total grade

Capstone Project, Part 3: Analysis of Management Options (due date TBA): 15% of total grade

Capstone Project, Part 4: Policy Recommendations (due date TBA): 10% of total grade

Faculty Mentorship "Take Away Points": 10% of total grade

The final 10% of your grade will be based on your attendance and participation. You will lose 20% of this grade for each unexcused absence (i.e., if you miss 5 sessions, the best you can do in the course is a B). You must do more than simply attend the sessions to receive your attendance/participation grade. I expect regular participation and will count you as absent if you fail to participate in the discussions.

Final course grades will be based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = below 60

Midterm grades will be posted by [date TBA] and will be based on the grading criteria in the syllabus.

Absences

An absence will be considered unexcused unless you give me documentation of the absence as defined by the University (Senate Rule V.2.4.2).

Missed Exams and Missed Assignments

Make-up exams (for missed examinations) and missed assignments will only be given for documented excused absences as defined by the University (Senate Rule V.2.4.2) and are scheduled as needed. A missed exam will result in a score of zero for that exam, unless an acceptable written excuse is presented within 1 week of the missed examination.

Late Assignments

The due dates/times for each phase of your research assignment are listed above. You will immediately lose 20% off the assignment's grade if it is not turned in before class ends on the listed date. You will lose an additional 20% off the assignment's grade for each 24 hour period that the assignment is late without an approved excuse (i.e., after 5:00pm on the 4th day, you will have a zero for the assignment).

Plagiarism and Cheating

Students are advised to retain all notes and drafts for all work until after they receive their final grade. Students should also be aware that the instructor takes matters of plagiarism and cheating very seriously and is prone to imposing the most severe penalty allowed by university rules, which includes, but is not limited to, issuing an automatic grade of 0.0 for the entire course. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2). The Ombud site also has information on plagiarism.

Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Disabilities/ Medical Conditions

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Expectations

I expect all students to behave professionally in this class. If you miss a class you are still responsible for the information covered, the teaching assistant and the instructor will not provide you with their notes. I expect all students who attend class to arrive on time and ready to start class. It is disrespectful to the instructor and your classmates to show up late or leave early. During class please refrain from all disruptive behavior, including (but not limited to) reading newspapers, sleeping, talking during lecture, cell phone and pager use, and insulting classmate or instructors.

Please be aware that the instructor's pet peeve is students packing up their stuff before class ends. I will never keep you late for class because it is rude to assume that my lecture is more important than your time. Likewise, I will consider it rude if you assume that packing up your items is more important than my lecture. In regards to cell phones, it is absolutely rude to text or talk on the phone during class. That being said, I understand that you have lives and issues that may require immediate attention (as do I). If something important arises, please simply remove yourself from class momentarily and take care of the issue.

Blackboard

This course utilizes Blackboard for quizzes, course content and submission of assignments. You are expected to check Blackboard regularly for all information pertaining to this course. At the end of the syllabus you'll find minimum technology requirements that you will need to access and use Blackboard. It is your responsibility to obtain these requirements.

Class Preparations

You are expected to come prepared to class. This means that you have (1) read the material being discussed, (2) listened to the podcast for each session (where applicable), and (3) watched the videos for each session (where applicable).

On the Blackboard page you will see many links for each session under "Lecture info." These links will take you to youtube pages. I want to be explicit about how these links are to be used. First, you will not be tested on anything from these links. The information required for your exams will come from the readings and lectures. Second, these links are meant to either (1) reinforce the topics covered in class, (2) spur you to think more deeply about the concepts from class, or (3) do both 1 and 2. Third, most of these links are not intended to provide you with objective information. You'll frequently see people explaining only one side of very complex issues (e.g., Ron Paul and Kofi Annan discussing their views on humanitarian interventions). I have zero interest in indoctrinating you to one point of view or another. These clips are simply meant to make you think.

Technology

In order to participate in this course, you will need access to a computer with the minimum hardware, software and internet configuration described at this site: :

<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

Note: the use of Internet Explorer is NOT recommended for use with Blackboard. Firefox is the recommended Internet browser for the course. You can download Mozilla Firefox (free) at this site: <http://www.mozilla.com/en-US/firefox/upgrade.html>

You will need to install a number of plugins on your computer. The links to the specific plugins required for this course can be also be found your course. If using a UK computer these plugins should be already installed.

To check if your browser has Flash, Adobe Acrobat Reader and QuickTime movie player, click this link: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>. If you do not have these, you can download them from this site.

To download Windows Media Player, click this link:

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

Students and faculty can download Microsoft Office Suite (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. You may reach them at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

The **Teaching and Academic Support Center (TASC)** website (<http://www.uky.edu/TASC/>) offers additional information and resources that can promote a successful “online course” learning experience. They may also be reached at 859-257-8272.

Course Schedule

Section 1: The Skills of Peacemaking

Week 1: Course introduction and overview

Week 2: International Conflict Resolution - 1

Readings:

1. Bercovitch and Jackson. 2009. “Chapter 1: International Conflict and Its Resolution: Moving from the Twentieth to the Twenty-first Century.”
2. Bercovitch and Jackson. 2009. “Chapter 2: International Negotiation.”
3. Bercovitch and Jackson. 2009. “Chapter 3: Mediation and International Conflict Resolution.”
4. Bercovitch and Jackson. 2009. “Chapter 4: Arbitration, Adjudication, and International Law.”

Week 3: International Conflict Resolution - 2

Faculty Mentor Meeting 1 summary due.

Readings:

1. Bercovitch and Jackson. 2009. “Chapter 5: The United Nations.”
2. Bercovitch and Jackson. 2009. “Chapter 6: Peacekeeping.”
3. Bercovitch and Jackson. 2009. “Chapter 7: Preventive Diplomacy.”
4. Bercovitch and Jackson. 2009. “Chapter 8: Humanitarian Intervention.”

Week 4: International Conflict Resolution - 3

Readings:

1. Bercovitch and Jackson. 2009. “Chapter 9: Regional Task-Sharing.”
2. Bercovitch and Jackson. 2009. “Chapter 10: Nonofficial Diplomacy.”
3. Bercovitch and Jackson. 2009. “Chapter 11: Reconciliation and Justice.”
4. Bercovitch and Jackson. 2009. “Chapter 12: Peacebuilding.”

Section 2: Conflict Resolution in the International Context

Week 5: Conflict Resolution in the International Context – Background

Quiz 1 covering Weeks 2-4. This will be taken at the beginning of class.

Readings:

1. Wall, James A., John B. Stark, and Rhetta L. Standifer. 2001. "Mediation: A current review and theory development." *Journal of Conflict Resolution* 45(3):370-391.
2. Boehmer, Charles, Erik Gartzke, and Timothy Nordstrom. "Do intergovernmental organizations promote peace?" *World Politics* 57(1):1-38.

Week 6: Conflict Resolution in the International Context – Civil Disputes

Policy memo: Analytical overview/background of the conflict due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Readings:

1. Doyle, Michael W., and Nicholas Sambanis. 2007. "The UN record on peacekeeping operations." *International Journal* 62(3):494-518.
2. Svensson, Isak. 2007. "Bargaining, bias and peace brokers: How rebels commit to peace." *Journal of Peace Research* 44(2):177-194.
3. Regan, Patrick M., and Aysegul Aydin. 2006. "Diplomacy and other forms of intervention in civil wars." *Journal of Conflict Resolution* 50(5):736-756.

Week 7: Conflict Resolution in the International Context – Interstate Disputes

Readings:

1. Wilkenfeld, Jonathan, Kathleen Young, Victor Asal, and David Quinn. 2003. "Mediating international crises: Cross-national and experimental perspectives." *Journal of Conflict Resolution* 47(3):279-301.
2. Leng, Russell J., and Patrick M. Regan. 2003. "Social and political cultural effects on the outcomes of mediation in militarized interstate disputes." *International Studies Quarterly* 47(3):431-452.
3. Werner, Suzanne, and Amy Yuen. 2005. "Making and keeping peace." *International Organization* 59(2):261-292.

Section 3: Cases of Protest Movements and Conflict Resolution in the US Context

Week 8: Civil Rights

Faculty Mentor Meeting 2 summary due.

Quiz 2 covering Weeks 5-7. This will be taken at the beginning of class.

Video:

1. "PBS – Civil Rights – Eyes on the Prize."
<http://www.youtube.com/playlist?list=PL3E824E42C331714B>

Readings:

1. Meyer, David S., and Steven A. Boutcher. 2007. "Signals and spillover: Brown V. Board of Education and other social movements." *Perspectives on Politics* 5(1):81-93.
2. Carson, Clayborne. 2005. "The unfinished dialogue of Martin Luther King, Jr. and Malcolm X." *OAH Magazine of History* 19(1):22-26.

3. Morris, Aldon D. 1999. "A retrospective on the civil rights movement: Political and intellectual landmarks." *Annual Review of Sociology* 25:517-539.

Week 9: Immigration

Video:

1. "Law professor busts myths about U.S. immigration policy."
<http://www.youtube.com/watch?v=HmFaZNI7Wr0>

Readings:

1. Rocha, Rene R., and Rodolfo Espino. 2009. "Racial threat, residential segregation, and the policy attitudes of Anglos." *Political Research Quarterly* 62(2):415-426.
2. Bach, Robert L. 1993. "Recrafting the common good: Immigration and Community." *Annals of the American Academy of Political and Social Science* 530:155-170.
3. Klandermans, Bert, Jojanneke van der Toorn, and Jacqueliën van Stekelenburg. 2008. "Embeddedness and identity: How immigrants turn grievances into action." *American Sociological Review* 73(6):992-1012.

Week 10: Gender

Policy memo: Revised *Analytical Overview* of the conflict plus the new *Analysis of Options for Managing the Conflict* due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Video:

1. "Celebrating 90 Years of Women's Rights."
<http://www.youtube.com/watch?v=A2aclDaE2ek>

Readings:

1. Runyan, Anne Sisson, and Mary V. Wenning. 2004. "Prospects for renewed feminist activism in the heartland: A study of Dytonian women's politics." *NWSA Journal* 16(3):180-214.
2. Anderson, Margaret L. "Thinking about women: A quarter century's view." *Gender and Society* 19(4):437-455.

Section 4: Cases of Protest Movements and Conflict Resolution in the International Context

Week 11: Indigenous Rights

Quiz 3 covering Weeks 8-10. This will be taken at the beginning of class.

Readings:

1. Stocks, Anthony. 2005. "Too much for too few: Problems of indigenous land rights in Latin America." *Annual Review of Anthropology* 34:85-104.
2. Castillo, Rosalva Aída Hernández, and Victoria J. Furio. 2006. "The indigenous movement in Mexico: Between electoral politics and local resistance." *Latin American Perspectives* 33(2):115-131.

Week 12: Anti-colonial Movements

Faculty Mentor Meeting 3 summary due.

Readings:

1. Hacker, Susan. 1972. "Violent and non-violent approaches to revolution: A cross national study." *Economic and Political Weekly* 7(2):119-126.
2. Dasgupta, Atis. 1986. "Early trends of anti-colonial peasant resistance in Bengal." *Social Scientist* 14(4):20-32.

Week 13: Ethnic Minorities

Policy memo: Revised *Analytical Overview* of the conflict plus the revised *Analysis of Options for Managing the Conflict* plus new *Policy Recommendations* due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Readings:

1. Tsutsui, Kiyoteru. 2004. "Global civil society and ethnic social movements in the contemporary world." *Sociological Forum* 19(1):63-87.
2. Gurr, Ted Robert. 2000. "Ethnic warfare on the wane." *Foreign Affairs* 79(3):52-64.

Section 5: The Path Forward for Conflict Resolution: Reconciliation and Long-term Peace

Week 14: Peace and Reconciliation

Quiz 4 covering Weeks 11-13. This will be taken at the beginning of class.

Readings:

1. Meernik, James. 2003. "Victor's justice or the law? Judging and punishing at the international criminal tribunal for the former Yugoslavia." *Journal of Conflict Resolution* 47(2):140-162.
2. David, Roman, and Susanne Y. P. Choi. 2006. "Forgiveness and transitional justice in the Czech Republic." *Journal of Conflict Resolution* 50(3):339-367.
3. Leebaw, Bronwyn. 2003. "Legitimation or judgment? South Africa's restorative approach to transitional justice." *Polity* 36(1):23-51.

Week 15: Mechanisms for Peace

Readings:

1. Lebovic, James H. 2004. "Uniting for peace? Democracies and the United Nations peace operations after the Cold War." *Journal of Conflict Resolution* 48(6):910-936.
2. Baskin, Gershon, and Zakaria Al-Qaq. 2004. "YES PM: Years of experience in strategies for peace making." *International Journal of Politics, Culture, and Society* 17(3):543-562.
3. Ilcan, Suzan, and Lynne Phillips. 2006. "Global rationalities of security and UNESCO's culture of peace campaign." *Anthropologica* 48(1):59-71.

Week 16: Finals Week

1. Policy memo including all facets of the assignment 1-4 due on [date/time TBA]. This should include the (1) summary statement, (2) analytical overview, (3) analysis of policy options, and (4) policy recommendation.
2. Quiz 5 covering Weeks 14-15 will take place on [date/time TBA]

Paper Assignment: Conflict Analysis and Policy Recommendation

1. Background

The final paper for this class is an analysis and policy recommendation of a *current* issue or conflict within the international community. Thus, the paper is a specific type of policy memorandum. Policy memoranda are prepared by analysts who work in both the public and private sector. They are read by a variety of government agencies as well as a wide array of clients from foreign investors to nongovernmental organizations to rebel leaders. A client typically requests such a memorandum when they must make a decision to take action (or not take action). In a memorandum, analysts explain the origins of the problem, identify the options available to the client, assess the consequences (both positive and negative) that would follow from each option, and recommend an option (or some combination of options).

The exact topic and audience of the paper is up to you. You are encouraged to follow your interests and to build upon the knowledge you have learned in other courses. In writing the paper, you are supposing that there is a leader or organization that is in the need of your advice. For example, if you are writing about Afghanistan, the audience could be the Obama administration, or, if you are writing about Darfur, the audience might be the U.N. Security Council. In order for us to assess the quality of your paper, *it is critical that you make the audience or client of your paper clear from the very beginning of the paper* and address your recommendations to that audience throughout. You should also write your paper with a clear sense of the objectives of your client in mind. In order to convince them that you can solve their problem, you should try to see the conflict from their perspective.

2. Your research and analysis

Your paper should be 12-15 pages double-spaced pages (1 inch margins, "Times New Roman").

The information guiding your analysis and recommendation should come from three sources. First, you should draw on the readings you've done in your major and minor fields. This capstone project is meant to bring the wealth of knowledge you have gathered over the past years into a single project, so think critically and creatively about how you might bring this together. Second, you must look more broadly for source material in both explaining the issue and past conflict resolution efforts. Third, in the first part of the course we will cover a variety of conflict resolution methods. The final part of the policy memo should draw on these as potential avenues for conflict resolution.

When you use sources, please give proper credit to the source with in-text citations and a list of references at the end, using MLA style. If you are unfamiliar with university policies on plagiarism, please consult the university documents that define these). Your "works cited" page does not count towards the 12-15 page limit.

3. Submission of your paper

Your paper will be due in various stages to assure that you get plenty of feedback on your work. My goal is for everyone in the class to receive an A on this project, and I will offer a plethora of support to achieve this goal, and I very much encourage you to have me read drafts before the due dates. I will be more than happy to update your grade as you make revisions to improve your memo. For example, the Analytical Overview is initially due in Week 6. You will subsequently turn in revised drafts of the Analytical Overview in Weeks 10 and 16. Improvements to the Analytical Overview beyond week 6 will result in an improvement of your grade for that part of the memo.

All work must be submitted on the course BlackBoard page according to the following schedule:

1. Summary Statement: Week 16 [add specific date/time when available]. Please note that this is the first part of the memo. However, it will include information that will not be known until Parts 2-3 have been completed. Thus, it makes the most sense to write this part after Parts 2-3 have been completed, and it will not be graded until the end of the term.
2. Analytical Overview: Week 6 [add specific date/time when available].
3. Analysis of the Options for Conflict Management: Week 10 [add specific date/time when available]. Please note that this submission should include both (1) your revised Analytical Overview and (2) your new Analysis of the Options for Conflict Management.
4. Policy Recommendations: Week 16 [add specific date/time when available]. Please note that this submission should include all facets of the paper, including (1) the Summary Statement, (2) the revised Analytical Overview, (3) the revised Analysis of Options for Conflict Management, and (4) Policy Recommendations.

4. Paper Format

Your paper should include the following elements:

4.1. Summary statement (1 page or less). Open with a concise summary of the central points of your analysis and proposal. You may want to give this section the heading "Summary" or (even better) a section heading that expresses the main point of your paper (which is your strategy for dealing with the conflict/topic in question, your policy recommendation). A summary statement (or executive summary) is simply what an introductory paragraph is called in a policy memorandum. You want your main message to grab the attention of your audience immediately. Although you will not be able to explain all the details of your analysis or proposal, your audience should be able to understand both your diagnosis of the problem and the essence of your solution to it in the first paragraph.

More specifically, your summary should include (1) the issue; (2) why a decision is needed; (3) what key info is contained in the memo; (4) course of action recommended.

4.2. *Analytical overview of the conflict (4 to 7 pages)*¹ Put your policy proposal in context by addressing the following questions (4 to 7 pages):

- a. What is the primary cause of the conflict?
- b. What is the historical and social context of the conflict?
- c. What are the interests of the main actors involved in the conflict (e.g., populations within society, the rebel or terrorist group, the state)?
- d. What is the current state of the conflict (e.g. have any conflict management strategies failed? is the problem getting worse or better)?
- e. How has the issue evolved to become a concern to the policymaker?

It is important that your overview does not merely list events in the conflict, but provides an argument for the underlying causes of the conflict. Indeed, other than a few basic facts, all of the information in this section should be geared towards *supporting your argument about the origins of the conflict*. A convincing explanation will require doing research and citing reports and studies of the conflict as well as referring to the theoretical readings covered in the course. Note that by arguing that a conflict is motivated by "relative deprivation" or the "economic rewards of rebellion," you are conveying a great deal of information with a short phrase.

Because the validity of your solution depends on the validity of your diagnosis of the problem, it is essential that you do not take this part of the assignment for granted. In particular, you should recognize that your client may already have an *alternative* understanding of the origins of the conflict that is very likely derived from one of the theories of conflict covered in your other courses. In addition, your analysis will be judged by the persuasiveness of the evidence you present to support *your* explanation of the causes of conflict (and undermine others). We will spend a great deal of time discussing what constitutes compelling evidence and the application of those concepts will be rewarded.

4.3. *Analyze the options for managing the conflict (5 to 7 pages)*.² What can be done to resolve the conflict? State the options (alternative strategies) clearly and crisply. Once again, remember that you are trying to maintain the attention of your audience. Which strategies will work? Which will fail? Why? In order to answer these questions should do the following:

- a. Predict the consequences of each alternative.³ Most options will have a mixture of desired and undesired consequences. Some options may be ineffective. The consequences of

¹ Note to UKCore Reviewers: This section is meant to address the following UKCore Objectives: (1) Student will demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world, and (2) Students will demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. Though both of these objectives will also be covered in the course readings and lectures, this part of the assignment most specifically addresses these objectives.

² Note to UKCore Reviewers: This section is meant to address the following UKCore Objectives: (1) Students will demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community, and (2) Students will demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.

³ Note to UKCore Reviewers: This section meant to address the following UKCore Objectives: (1) Students will demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved, and (2)

other options may be uncertain. You should identify these consequences and uncertainties.

- b. Provide evidence for your predictions. Do not assume that your audience will believe your predictions without a compelling reason to do so. Following a new course of action entails significant risks and your client is unlikely to follow your vision blindly. Drawing on cases external to your conflict as examples would be useful here.
- c. The most convincing evidence for your predictions in this paper will come from professional research about political violence and analogous real world cases in which similar policies have been implemented. In other words, *it is essential that you justify your expectations by grounding them in the literature discussed in this course as well as your own research.*

4.4. Policy recommendation (1 page or less): What policy option or combination of options do you recommend? Summarize your argument for why your strategy is better than the alternatives. This is the conclusion of your policy recommendation.

5. Faculty Mentorship Requirements

You must meet with your faculty member at least three times throughout the semester to discuss your policy memo. To make these discussions fruitful, you must turn in a brief summary of your discussions. The due dates for these discussions are outlined in the course schedule.

5.1. Meeting 1:

Purpose: This discussion should focus on two areas, both of which are critical for developing a good policy memo. First, you should develop a basic understanding of the conflict you have chosen. Second, you should know the relevant policymaker that will be the audience for your memo. At a minimum, you should discuss potential readings to help you better understand your conflict. You should also try to decide which policymaker would be best suited to deal with the situation.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the conflict.
3. Summary of the discussion regarding the relevant policymaker.
4. Potential readings.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-4 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

5.2. Meeting 2:

Students will demonstrate an understanding of (1) civic engagement and (2) power and resistance as they pertain to the subject matter of the course.

Purpose: At this point, you should already have a conflict under study and a policymaker decided. In this meeting, you should try to accomplish two tasks. First, solidify your understanding of the conflict you chose. You should be an expert on your conflict at this time. If you are not, discuss other readings or information sources that you might use to become an expert. An expert knows both the historical background of the conflict, the current situation of the conflict, and past attempts at conflict resolution. Be sure you know all three well. Second, you should be developing theoretically strong and persuasive arguments about what the policymaker should do about the conflict. Work with your faculty mentor to consider the pros and cons of your favored approach, and the pros and cons of alternative approaches.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the historical background of the conflict, the current situation, and past conflict resolution attempts.
3. Summary of the discussion regarding your policy recommendation and alternatives, focusing on the pros and cons of each.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-3 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

5.3. Meeting 3:

Purpose: At this point, your policy memo should be almost complete. Your purpose here is to tie up any loose ends. The feedback you have received on your policy memo would be a good place to start here in deciding topics to further strengthen your memo. If the faculty member is willing, it would be a good idea to have him/her read a full draft of the memo for comments and suggestions. Beyond that, this meeting will vary largely depending on your specific needs. Some students might need more discussion on the background of the conflict, while others might need help in clarifying policy recommendations. It will be up to you to decide how to best use this meeting to improve your policy memo.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding your specific needs.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-2 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

6. Evaluation

The following rubrics will be used to grade each part of the policy memo.

**POLICY MEMO PART 1:
SUMMARY STATEMENT**


Criteria	Score (1-5)
Does the summary statement concisely summarize the central points of the analysis and proposal? Comments: [professor comments here]	_____
Does the summary statement grab the attention of the reader? Is the relevance of this conflict explained well? Comments: [professor comments here]	_____
Are the diagnosis of the problem and the essence of the solution clear? Comments: [professor comments here]	_____
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or continue reading? Comments: [professor comments here]	_____

**POLICY MEMO PART 2:
ANALYTICAL OVERVIEW OF THE CONFLICT**





Criteria	Score (1-5)
Does the memo clearly address the primary cause of the conflict? Is appropriate evidence used to address the cause of the conflict? Comments: [professor comments here]	_____
Is sufficient background given to understand the historical and social context of the conflict? Comments: [professor comments here]	_____
Are the interests of the main actors involved in the conflict clear? Does the memo address the most relevant actors? Comments: [professor comments here]	_____
Is the current state of the conflict clearly explained? Are past efforts to resolve the conflict covered well? Comments: [professor comments here]	_____
Will policymaker understand why this conflict should be a concern to him or her? Comments: [professor comments here]	_____
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I have to do more reading to understand basic information on the conflict? Comments: [professor comments here]	_____

**POLICY MEMO PART 3:
ANALYSIS OF OPTIONS FOR MANAGING THE CONFLICT**

Criteria	Score (1-5)
Does the memo clearly explain what should be done to resolve the conflict? Comments: [professor comments here]	_____
Is the proposed resolution sufficiently grounded in the conflict resolution literature? Is evidence given to support the policy recommendation? Comments: [professor comments here]	_____
Does the memo clearly state the pros and cons of the proposed solution? Does it analyze the likelihood of success or failure? Comments: [professor comments here]	_____
Are alternative solutions addressed? Does the memo address key pros and cons of alternative solutions?	_____

Comments: [professor comments here]	
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the policy recommendation? Comments: [professor comments here]	

**POLICY MEMO PART 4:
POLICY RECOMMENDATION**

Criteria	Score (1-5)
Does the memo clearly state the policy that should be followed? Comments: [professor comments here]	
Is the argument upon which the policy recommendation is founded summarized well? Comments: [professor comments here]	
Will the policymaker understand why the proposed recommendation is preferable to alternatives? Comments: [professor comments here]	
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the recommendation? Comments: [professor comments here]	

Details of Course/Program ID(PCE 410)

WORKITEM ID	Workflow Status	Date	Time
000010940939	RECEIVED BY COLLEGE	2012-09-29	11:45 AM
000010940941	APPROVED BY COLLEGE	2012-10-09	14:59 PM
000011031373	RECEIVED BY UKCEC AREA EXPERTS	2012-10-09	14:59 PM
000011261215	APPROVED BY UKCEC AREA EXPERTS	2012-12-17	10:45 AM
000011639297	RECEIVED BY UKCEC	2012-12-17	10:45 AM

Agent for task

- ▶ Clayton L Thyne
- ▶ Juliana McDonald
- ▶ Kathryn F Crouch
- ▶ Roxanna D Hanson
- ▶ Batch User

From: Crouch, Kathy
 To: Hanson, Roxie; McDonald, Juliana
 Cc: Ert, Joanne M.; Thuniger, Christopher P.; Beattie, Ruth E
 Subject: PCE 410 - restarting the request to pass it past an error

Hello everyone,

The course request for PCE 410 encountered an error. I am restarting the workflow and will perform administrative overrides for the college and UKCEC area expert approvals that were obtained prior to the error. This will return the request to UKCEC level for their approval processing.

Roxie and Juliana - you will receive email notifications that say you need to approve this request again, but you should just ignore them.

Thank you for your understanding.

Kathy C.