# ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.
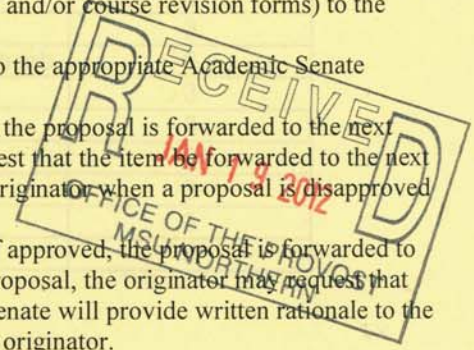
   Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --
   http://www.msun.edu/admin/provost/asproposals.htm
   Documentation and forms for the curriculum process is also available on the web page:
   http://www.msun.edu/admin/provost/asforms.htm

*****(If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)

Proposal # 11-03 Title: Add POL 344 to Category V General Education Core
(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)

	Date		
Received by ACAD Senate	10-7-11		
Forwarded to Gen Ed Committee	10-7-11	Approved ✓ _Donyal_	Disapproved 10/4/11 Date
Returned to ACAD Senate	10-26-11	Signature	
Forwarded to Curriculum Committee	NA	Approved ____ Signature	Disapproved ____ Date
Returned to ACAD Senate	NA		
Forwarded to Graduate Council	NA	Approved ____ Signature	Disapproved ____ Date
Returned to ACAD Senate for Vote	12/1/11	Approved _____ Signature	Disapproved ____ Date
Forwarded to Provost for Approval/Disapproval	1/18/12	Approved X _Rosalyn Anstn Templetn_ Signature	Disapproved 1-31-12 Date
Forwarded to Chancellor for Approval/Disapproval	____	Approved _____ Signature	Disapproved 2-2-12 Date

Copies sent to originating college and ____

Updated 09/10/09

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences	3
	Category V	History	3
✗	Category ~~VI~~ V	Cultural Diversity	3
	Category VII	Fine Arts	3
	Category VIII	Humanities	3
	Category IX	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
COEASN	POL	344	INTERNATIONAL RELATIONS	3

Catalog Description:

A study of the principal forces, movements, ideologies, and instruments of international policies.

Prerequisite: Consent of instructor

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

See attached

Print Name James R. Edwards	Print Name S. Norton Pease	Carol A. Reifschneider	
Submitter James R. Edwards	Chair/Dean:	Carol A. Reifschneider	Date: 10/5/11
Signature	Signature (indicates "college" level approval)		22 Aug 2011

To: The Powers That Be at MSU-Northern

From: James R. Edwards, Senior Faculty Member, Arts & Sciences

Subject: Proposal for Inclusion of POL 344 International Relations in the list of courses satisfying the GEN ED Category VI Cultural Diversity Requirements. This course satisfies the listed requirements for category VI for the reasons given below.

Nature of the course: POL 344 International Relations is a course on the interactions between nations and their peoples, including war, diplomacy, trade, aid, treaties, and cooperation. The course focuses on contrasting analytical models that political scientists have developed to isolate and understand the factors affecting those interactions at three levels:
A. the international level itself, including the balance and distribution of military and economic power, clustering of nations into alliances, etc.,
B. The national level, focusing on the types of political systems, cultural ideas and institutions, dominant ideologies, population demographics and tensions, economic systems and capabilities, and
C. the personal level, attributes of leaders and the pressures on them.

Text Being Used: Charles W. Kegley and Gregory A. Raymond, The Global Future: a Brief Introduction to world Politics.

Standard # 1: Describe and compare the political, socio-economic, philospohical-spiritual, historic, scientific and literary-creative perspectives of various ethnic groups or cultures.

Chapter 1, Exploring 21st Century world Politics, meets this standard by first discussing the cultural transformations from hunter-gatherer tribes to pastoral societies with the domestication of herd animals, and then to settled agriculture, at which point nation-states emerged. The features of these cultures and their behavior under severe resource constraints are contrasted. The legal innovation beginning with the Code of Hammurabi,

the 1700 B.C. Amorite king that also helping generate the early nation-states is discussed, along with the frequent conflicts between such states.

Chapter 5, Rich & Poor Nations in World Politics also deals with aspects of this standard by discussing the effects of different cultural attitudes and institutions in stimulating or *retarding* economic growth and development. It relates how emergent late feudal European Monarchic Mercantile nations in the 15th century were motivated and allowed (through their improved technology, economic and military power) to engage in the Age of Discovery and begin the first wave of Western colonization and exploitation of less developed nations.

It also discusses, however, how the developing culture and classical liberal political philosophy of human equality and personal freedom, limited (first through the American Revolution and similar revolts against colonizing nations, later through moral persuasion in the colonizing nations) and eventually ended colonial exploitation.

A handout to Chapter 7, Foreign Policy Decision Making, relating to the current War On Terror, meets this standard by discussing the basic nature of Islamic religion, its historic origin, extension, its cultural-scientific achievements, its eventual decline in the 19th century, and the rise of islamic fundamentalism and conflict with the West in the late 20th century.

Standard # 2: Analyze social problems, social structures and human behavior of ethnic groups and cultures.

Chapter 1 meets this standard by discussing how the developing Western classical liberal political culture and economic system, in Britain, the U.S., and other Western nations, with its limited governments, industry, market economies, relatively free trade (displacing war as a form of international interaction), expanding human freedom, and economic growth with rising living standards, gave rise to the "hundred years peace" (1815-1914) and how the rejection of classical liberal ideas and institutions and rise of totalitarian and interventionist ideologies in Europe, Japan and America brought an end to that peace with World War I.

Chapter 3, Foreign Policy Decision Making, meets this standard by discussing how the types of governments (autocratic, monarchic,

democratic, etc.) and the cultures (militaristic, free, trading cultures, etc.) of different nations affect the constraints and incentives of rulers for engaging in different forms of behavior. [Contingent, of course, on other factors such as personal attitudes of the rulers, the international power distribution, military and economic capabilities, etc.]

Chapter 5, Rich and Poor Nations in World Politics, also helps meet this standard by elaborating the roots of 'Global South' poverty in the class attitudes, quasi-feudal institutions, import-substitution policies, and Marxist ideology afflicting many 3rd world nations. Also discussed and documented is the rapid economic growth and improvement most such nations have experienced in recent decades as they have begun to overcome such limiting cultural, ideological, and institutional barriers. Specific discussions of the Asian Tigers, red china, India, Chile, the CIS nations et al. are included. [Note: this also applies to standard # 1]

Chapter 10, Liberal and Constructivist Paths to Peace covers aspects of this standard by discussing the development of international law (both public and private) and the 'Just War Doctrine' (the Dutch Scholar Hugo Grotious, 1624] as the classical liberal political theory developed and altered the political culture of Western nations, and as trade expanded and market economies developed, altering their economic cultures.

Standard # 3: Examine how generalizations are developed and how stereotyping and prejudice are being addressed currently and historically.

Chapter 3, Foreign Policy Decision Making, helps meet this standard by specifically discussing both ideal rationality and the practical limits of rationality in foreign policy decision making, and also how stereotyping may lead to misunderstanding the actions and reactions of other peoples, and hence to foreign policy mistakes and conflicts.

Chapter 7, Armed Conflict in the 21st Century meets this standard by discussing how cultural attitudes may predispose popular and/or ruling elite attitudes toward war (militarism, nationalism, racism, xenophobia, et al.) or toward peace (trading cultures, beliefs in freedom and equality). It also discusses how the decline in racism and xenophobia since World

and intentions of these three cultural diversity standards.