DIRECTIONS: Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one-page in length. Forms and appropriate attachments should be submitted to the Office of Academic Affairs, who will assign a Log Number to each proposal. Additional copies may be required at a later time.

DATE SUBMITTED 1-28-94

PCC LOG NO. 03037

COLLEGE/SCHOOL BSOS

DEPARTMENT/PROGRAM GVPT

PROPOSED ACTION (A separate form for each) ADD _X_ DELETE _______ CHANGE _______

DESCRIPTION (Provide a succinct account of the proposed action. Additional detail may be provided in an attachment. Provide old and new sample programs for curriculum changes.)

The Department of Government and Politics in collaboration with its Center for International Development and Conflict Management (CIDCM) proposes a Citation/Minor in International Development and Conflict Management. The Citation in International Development and Conflict Management would be a 16-credit, undergraduate program of instruction for students aspiring to a profession in the fields of conflict resolution, international development, and humanitarian relief. The program would combine existing courses at the University of Maryland, College Park with a Capstone Session and a practicum requirement.

JUSTIFICATION/REASONS/RESOURCES (Explain the reason for the proposed action. Identify the source of new resources that may be required. Attach additional material if needed.)

The field of international development is growing and is becoming more professionalized. Moreover, there are more development jobs in Washington DC than in any other city in the world. The citation/minor would provide students a much needed mechanism to demonstrate to potential employers that they have an expertise in, and a commitment to, the field of international development. No new resources are needed. See attached proposal for additional information.

APPROVAL SIGNATURES

1. Department Committee Chair
   [Signature]
   1/28/94

2. Department Chair
   [Signature]
   1/28/94

3. College/School PCC Chair
   [Signature]
   1/25/94

4. Dean
   [Signature]
   3-25/07

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC
   [Signature]
   [Date]

7. Chair of Senate
   [Signature]
   [Date]

8. Vice President for Academic Affairs & Provost
   [Signature]
   [Date]

VPAAP Rev. 2/2/98

BSS 04-3
May 6, 2004

MEMORANDUM

TO: Edward Montgomery
    Dean, College of Behavioral and Social Sciences

FROM: Victor Korenman
      Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Minor Program in International Development and Conflict Management (PCC Log No. 03037)

At its meeting on May 6, 2004, the Senate Committee on Programs, Curricula, and Courses approved your proposal to establish a minor program in International Development and Conflict Management. A copy of the approved proposal is enclosed.

This approval is effective in Fall, 2004. Because of concerns around having a required course offered only in the summer term, this approval is only for two years. The College will have to submit a new proposal in order for students to be admitted to begin the minor in Fall 2006 or beyond. All advisors should be notified and the College should ensure that the approved guidelines are followed.

VK:sfm
Enclosure

Cc: Dr. Sylvester J. Gates, Chair, Senate PCC
    Dr. Katherine Beardsley, College of Behavioral and Social Sciences
    Dr. Mary Giles, University Senate
    Ms. Barbara Hope, Data Administration
    Dr. Phyllis Peres, Undergraduate Studies
    Ms. Anne Turkos, Archives
    Mr. Frank Valines, Student Financial Aid
    Dr. Linda Yokoi, Records & Registrations
March 17, 2004

Victor Korenman, Associate Provost
Office of Academic Affairs
1122 Main Administration Building
University of Maryland

Dear Victor,

By this letter I wish to explain the position of the Department of Government and Politics regarding the new academic minor in International Development and Conflict Management that is currently under review.

The Department of Government and Politics views this new minor, to be housed primarily in the Center for International Development and Conflict Management, as an important curricular initiative. As the Center focuses on key aspects of the discipline of political science: namely, conflict studies and international development, I regard the new minor in International Development and Conflict Management as a way of extending the impact of the Center’s expertise into the undergraduate curriculum. That is, the minor will offer opportunities for undergraduate students to examine international development, conflict resolution, and peacebuilding issues from a perspective that has thus far been available only to the graduate students and faculty who work in the Center for International Development and Conflict Management.

I believe the minor supports the Department’s strategic plan, which notes that international relations has been a key element in advancing the reputation of our department and argues that GVPT should exploit the potential synergies inherent in cross-field collaborations. Through CIDCM, GVPT combines scholarly excellence with policy relevance. The Center’s niche in the policy world gives us the opportunity to attract students who seek public service careers in addition to those interested in academia. The proposed minor in International Development and Conflict Management will apply those strengths to the preparation and training of undergraduate students.

Best,

Mark Lichbach
Professor and Chair
Minor in International Development and Conflict Management (19 credits)

The Minor in International Development and Conflict Management is intended for students aspiring to a profession in the fields of conflict resolution, international development, and humanitarian relief. The program combines existing courses at the University of Maryland with a capstone project and a practicum requirement.

Required Courses (6 credits)
Core Course: GVPT354 - Peacebuilding, Post-Conflict Reconstruction, and International Development. The Core Course must be completed prior to any other elements of the program. Enrollment in this course may be limited. Please consult with the program director at the beginning of the pre-registration period.

Statistics Requirement: Students are required to take three credits of statistics. The following currently-approved courses fulfill this requirement: AREC 484, BIOM 301, BMGT 230, CNEC 400, ECON 321, EDMS 451, GEOG 305, GVPT 277, PSYC 200, SOCY 201, URSP 350. Students may use courses taken prior to enrollment in the Minor to fulfill the statistics requirement.

Electives (6 credits)
Each student is required to take two additional existing courses from a predetermined list. The elective list is divided into two categories: “War, Violence and Conflict Management,” and “Aspects of Development”. Students take one course from each category. Contact the program coordinator for a full list of eligible electives. Departments represented on the elective list include: ANTH, AREC, COMM, ECON, GEOG, GVPT, PSYC, and SOCY. Courses taken prior to enrollment in the minor may not be used as electives.

Capstone Session (6 credits)
The Capstone Session is a six-week intensive course that is only offered during the summer term. The goal of the Capstone is to reinforce the theoretical knowledge that students have acquired in the classroom by linking it with a set of practical skills that are useful in the international development field.

Practicum (1 credit)
All the students in the program are encouraged to complete an internship. The program makes every effort to secure internships for all students. In lieu of an internship, participants are able to write a policy brief, grant proposal, site visit report, or complete a similar project to fulfill the practicum requirement.

**********
• A minimum grade of C is required for all classes.
• Non-GVPT majors may apply six credits toward the Minor and their major.
• GVPT majors may not apply credits toward the Minor and the GVPT major.

**********

Primary Sponsoring Unit: Department of Government and Politics in collaboration with the Center for International Development and Conflict Management (CIDCM).

Faculty Coordinator/Advisor: Andrew Blum, Ph.D.
301-405-4511, ablum@cidcm.umd.edu

Advising Process: Interested students should contact CIDCM at cidcm@cidcm.umd.edu in order to receive information on applying for the minor. Once accepted into the minor program, students will work with CIDCM and the program advisors to develop an academic plan to complete the minor.

Title for Transcript: Government and Politics: International Development and Conflict Management
Proposal for Undergraduate Minor in International Development and Conflict Management.

The Department of Government and Politics in collaboration with its Center for International Development and Conflict Management (CIDCM) proposes a minor in International Development and Conflict Management. The Minor in International Development and Conflict Management will be a 16-credit, undergraduate program of instruction for students aspiring to a profession in the fields of conflict resolution, international development, and humanitarian relief. The program will combine existing courses at the University of Maryland, College Park with a capstone project and a practicum requirement.

The intellectual justification of the program rests on the idea that the two of the greatest challenges of world politics are war and inequality. In modern parlance, these are referred to as conflict and underdevelopment. The academic goal of the Minor is for students to understand the source of conflict and underdevelopment and to understand how and why actors in the modern global system are confronting these two fundamental problems.

It is important to understand the Minor program will not attempt to teach students about conflict management and international development as two distinct topics. Instead, the program will focus on the large area of interaction between these two dynamics, namely how conflict hinders development, how underdevelopment causes conflict, and how development programming is used to manage violent conflict. Understanding these complex relationships will provide students with deep insight into globalization, north-south relations, the political, economic, and social dynamics of developing countries, and the uses of violence in the modern international system.

Finally, from a career perspective, the field of international development is growing and is becoming more professionalized. There are more development jobs in Washington DC than in any other city in the world. The Minor will provide students a much needed mechanism to demonstrate to potential employers that they have an expertise in, and a commitment to, the field of international development. Recently the United States Agency for International Development noted that two-thirds of the countries in which they work are conflict-affected. Therefore, conflict management is a valuable specialty for those entering the development field.

The Curriculum

Recognizing the complex interrelationships that characterize conflict and development, the Minor program will take an interdisciplinary approach, exposing students to key insights from several academic fields, including, but not limited to, political science, economics, sociology, geography, and anthropology.

Upon completion of the program, students will be able to:
• Identify and explain the major theories on the origins of human conflict; enumerate the principal theorists and describe their views. Describe the historical development of the field of conflict resolution; understand the range of existing conflict resolution techniques, including when and how they should be applied.

• Understand the basic goals of international development programs and the basic strategies used to reach those goals. Apply that understanding to the analysis of real cases involving complex interactions between development and societal conflict issues.

• Understand the role of development assistance in conflict management, as well as the challenges encountered in applying them to actual conflict situations; demonstrate an ability to employ selected techniques in a real-world setting.

The curriculum will have four elements, the Core Course, elective courses, the Capstone Session and the Practicum. Students will be required to complete all elements of the course within two years. The Core Course must be completed prior to any other elements of the course. The goal is to design a coherent course of study that allows opportunities for cumulative learning, a high-level of student to student interaction, and mentoring by program staff.

To summarize briefly, we see the elements of the Minor fitting together as follows. The Core Course provides an initial introduction to the field. The elective courses allow for more intensive study of specific aspects of the field. The Capstone Session, through experiential learning and the study of practice allows students to build their skills and reflect more effectively on the academic knowledge they have received in their other classes. The practicum allows students to evaluate their academic knowledge in light of the messy realities of development and conflict management in a real-world setting.

Finally, in addition to the formal elements of the course, it should be emphasized that the Minor will have an intensive advising and mentoring component. Much of the learning the program will take place as the result of the ongoing interaction between the students and the advisor for the program.

**Core Course (3 credits)**

The Core Course of the Minor is GVPT 354: *Peacebuilding, Post-Conflict Reconstruction, and International Development*. This will be a new course offered each year in the Fall. The course will be taught by a GVPT faculty member or a member CIDCM’s senior staff. Students will be required to take the Core Course in the fall after they have been admitted to the program in the Spring.

We have attached a syllabus for this course. This course is designed to give the students a basic introduction to the theoretical frameworks that guide practitioners in the fields of international development and conflict management, with a special emphasis on where these fields overlap. In the last few years, there has been a burgeoning academic literature
on conflict prevention, conflict-sensitive development and post-conflict reconstruction. It is these academic frameworks that are guiding practitioners in Iraq, Afghanistan, Haiti, Kosovo, Sierra Leone, Liberia, and elsewhere.

**Electives (6 credits)**

The electives will be taken after the Core Course and will provide an opportunity to delve more deeply into specific issue-areas touched on in the Core Course. The list of electives is divided into categories, one having to do with conflict, one having to do development. The advisor will help the students choose two classes that taken together allow them to better understand the relationship between conflict and development. So for instance, if a student is studying ethnic conflict in one class and the economics of underdeveloped areas in other, we might encourage the student to examine how warlords exploit economic structures in developing countries to sustain violent conflict. Drawing these linkages will be done first as part of the advising and mentoring process. In addition, the students will be required to submit a paper during the Capstone Session, in which they will investigate these linkages more fully.

*List of Electives*

**War, Violence, and Conflict Management**  
COMM425 Negotiation and Conflict Management  
GVPT309F Topics in International Relations: Ethnic Conflict and Its Management (F02)  
GVPT409A Seminar in International Relations and World Politics: Workshop-Conflict Prevention and Peace Building (F02)  
GVPT409C Seminar in International Relations and World Politics: Migrants and Refugees in World Politics (F03)  
GVPT409D Seminar in International Relations and World Politics: Genocide and Political Violence (S03)  
GVPT409E Seminar in International Relations and World Politics: Revolutions, Genocides, Insurgents and Death Squads (F03)  
GVPT 409J: Seminar in International Relations and World Politics: Multi-Track Diplomacy and Conflict Transformation (W02, W03)  
GVPT459D Seminar in Comparative Politics: Identity Politics: Pluralism, Extremism, and Fundamentalism in Comparative and Historical Perspective (S03)  
SOCY463 Sociology of Combat  
SOCY465 The Sociology of War (S03, S04)

**Aspects of Development**  
ANTH410 Culture, Health and Community Development (F02, F03, S04)  
ANTH450 Resource Management and Cultural Process (F03, S04)  
ANTH464 Anthropology and Sustainable Development (F02)  
AREC365 World Hunger, Population, and Food Supplies (F02, S03, F03, S04)  
ECON315 Economic Development of Underdeveloped Areas (F02, F03, S04)  
ECON375 Economics of Poverty and Discrimination (F02, S03, F03)  
ECON416 Theory of Economic Development
GVPT350 International Relations of the Third World (F02, S04)
GVPT409A Seminar in International Relations and World Politics: The Culture of Development (S03)

**Capstone Session (6 Credits)**

The Capstone Session will be offered as GVPT 356 every summer. It will be a six week, six credit course that is open only to participants in the Minor program.

The Core Course and the Elective Courses might be seen as using a *deductive* pedagogy. Students will use theoretical frameworks to understand what practitioners are doing. In contrast, the Capstone Session will use an *inductive* pedagogy. Guest lectures by practitioners, analysis of actual development programming, and experiential learning exercises will allow students to use practice to better understand and critique the existing academic frameworks. Such an approach has the additional benefit of providing the students a detailed understanding of who is active in the fields of conflict management and development and what types of programs these organizations are actually implementing.

Students will arrive at the Capstone Session with a basic theoretical understanding of international development and conflict management, as well as various types of expertise in related fields, such as economics, environmental studies, or political science. A key benefit of the Capstone will be the sharing of this expertise through student-to-student interaction.

The Capstone Session will help students complement their own expertise with a suite of practical skills relevant to the field of conflict management and development. On the basis of our preliminary research we have identified five key skill sets that a successful development professional must have. These are:

1) Cross-cultural Fluency, i.e. the ability to live, work, and communicate in a culture that is not your own;
2) Negotiation and Facilitation;
3) Needs Assessment and Program Design;
4) Program Monitoring and Evaluation;
5) Knowledge of the Profession.

One teaching module will be devoted to each of these skill sets. At the end of the five modules, the students will understand the basic skills necessary in the field of international development, will have begun to work on developing those skills, and will be able to think critically and analytically about those skills and the ends which they are designed to achieve.

CIDCM has applied to the Center for Teaching Excellence for a curriculum development grant for the Capstone Program. We anticipate initiating an intensive curriculum design process, including a series of consultations with development organizations, during
Summer 2004. The skill sets may evolve as a result of these consultations. We have attached to this memo a more detailed description of the Capstone Session Curriculum.

**Practicum (1 credit)**

Each student will design a custom practicum with the advisor of the program that complements the student’s previous work. Possibilities will include internships, developing a funding proposal, international site visits, research projects, and so on. CHF International, a medium-sized development organization in Silver Spring has already committed to accepting two interns per year. The practicum will complement the other aspects of the program by exposing the students to development and conflict management in action. Their theoretical understanding will be tested by confronting the realities of actual development programming.

**Admission and Academic Guidelines**

A maximum of 30 students will be accepted for the program each year. Our primary target will be students entering their junior and senior year of study. The program will have no formal requirements such as a minimum GPA. However, we believe it is necessary to retain an application process for two reasons. First, we would like to ensure the students have a strong interest in the field and are committing to finishing all elements of the program. Second, in order for CIDCM and GVPT to provide the intensive advising the program requires, each year’s cohort of students must be relatively small.

There will be no prerequisites for GVPT 354. Admission to the course will be by permission only to ensure that all participants in the Minor program are able to register. We have investigated whether the elective courses have prerequisites. Some do, although a majority do not.

GVPT majors will be eligible to participate in the course. Students will not be able to use the same course to fulfill a requirement of the Minor program and to fulfill a requirement for the GVPT major. As international development is a multi-disciplinary field, CIDCM will welcome students from every area of study. A large number of non-GVPT students are currently taking GVPT courses each year. The program will provide a focused course of study for many of these non-GVPT students who are interested in government and international relations.

No course with an earned grade below “C” would count toward the Minor. For non-GVPT majors, no more than six credits would be allowed to be applied toward the Minor and the student’s major and college requirements.

**Resources and Administration**

No additional library or office facilities will be required. Two of the courses will require the students to participate in online simulations. We estimate a need for one computer classroom in the fall semester and one in the summer. There will be no need for computer
servers other than those currently managed by CIDCM. The advising component of the program can be handled through existing facilities within the Center.

Jonathan Wilkenfeld, Professor of Government and Politics and Director of the Center for International Development and Conflict Management (CIDCM), will serve as director of the Minor in International Development and Conflict Management. He will have overall responsibility for the program's academic content and its administration. Among his responsibilities will be the staffing of the Minor's core and capstone courses, as well as the staffing of the program's advising function. At present, we anticipate that Dr. Andrew Blum, Assistant Research Scientist in CIDCM, will teach both courses and serve as the program advisor. With Wilkenfeld's specialization in conflict resolution and Blum's expertise in international development, we believe that the students who choose this Minor will be well-served.

We have forwarded a letter of support from Professor Mark Lichbach, Chair of the Department of Government and Politics, in which he outlines the close fit between the objectives of the Minor and the overall strategic plan of the department in the area of Conflict Processes. He believes, as does CIDCM, that this program offers unique opportunities to our undergraduates to specialize in the approaches to conflict, development, and human rights which have been the hallmark of CIDCM for over 20 years.
Appendix A: GVPT 354 Syllabus

GVPT354

Peacebuilding, Post-Conflict Reconstruction, and International Development

Fall 2004

Instructor: Dr. Andrew Blum
Office: Tydings 0121A
Phone: 301-405-4511
Email: ablum@cidcm.umd.edu

Course Overview

Iraq, Afghanistan, Liberia, Ivory Coast, Sri Lanka, Nepal East Timor – All countries where states, international organizations, and private institutions are spending millions, if not billions of dollars, to rebuild societies torn apart by violent conflict, and to prevent violent conflict from remerging in the future.

Since the 9/11 attacks, such post-conflict reconstruction efforts have gained new prominence in international relations and increased attention from both practitioners and academics. Many observers have noted that the stability of the entire Middle East rests on the success of the post-conflict reconstruction effort in Iraq. Thus, it is clear that all states within the international system have a stake in successful conflict prevention and post-conflict reconstruction. Failure leads to so-called “zones of anarchy” such as those in Somalia, Sudan, and Colombia, where international terrorist organizations and international drug traffickers can operate with impunity. Conflict can also destabilize entire regions, as is feared in the case of Iraq, and as has already occurred in the case of central Africa.

International security, therefore, depends on successful conflict management. And international development assistance has become one of the most prominent means by which states seek to successfully prevent, manage, and resolve conflict. Therefore to understand the international security arena in the post-9/11 world, one must understand the role that development assistance plays in the international system.

Conversely, USAID reports that two-thirds of the countries they work in are affected negatively by conflict. This makes plain the relationship between conflict and underdevelopment. As a result, to understand the current dynamics of global inequality, one must understand the causes and consequences of conflict.

This course is designed to familiarize you with the interrelationships between international security, violent conflict, and international development assistance. By the end of the course you should be able to:
• Understand the basic theories of international development and how these theories are being put into practice.
• Be able to critically assess theories on the root causes of violent conflict.
• Be able to critically assess theories of conflict prevention and conflict management and the strategies to which these theories give rise.
• Understand the theory of conflict-sensitive development, why it emerged, and how it is being put into practice.

This course will require your active participation. It will rely heavily on study cases, small group exercises, and an on-line crisis simulation.

Course Requirements and Grading

Throughout the course, we will provide you with more information on these assignments. Your grade in the course will be determined as follows:

Take Home Mid-term (3-5 pages): 20%
Conflict Analysis (3-5 pages): 20%
Simulation Assessment (2 pages) 10%
Final Exam: 30%
Participation: 20%

Your participation grade will be determined by your attendance and the quality of your contributions to class discussions and exercises. The quality of your participation in case discussions and the ICONS simulation will be particularly important.

Course Resources

There are three required books for the course:

Oliver P. Richmond, Maintaining Order, Making Peace (Palgrave: New York, 2002).


In addition there will be a course reader. All of the readings listed below are in the three books or the course reader.
## Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>August 30–September 3</td>
<td>Introduction</td>
<td>Dengbol-Martinussen, pp. 1-55</td>
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<td></td>
<td>International Development: What is it?</td>
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<td></td>
<td>Who’s doing it? Where, Why, How?</td>
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<td></td>
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<td>Case: Managing Change or Running to Catch Up: CARE USA and Its Mission in Thailand</td>
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<td></td>
<td>Theories of Conflict</td>
<td>Richmond, pp. 1-40, 105-139.</td>
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<td></td>
<td>• The Greed versus Grievance Debate.</td>
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<td>• The Basic Human Needs Approach</td>
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<td>September 27–October 1</td>
<td>Conflict Management</td>
<td>Richmond, 140-203.</td>
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<td>• Post-conflict Recovery</td>
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<td>October 4–8</td>
<td>Conflict Management, cont.</td>
<td>Case: Getting to Dayton: Negotiating an End to the War in Bosnia</td>
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<td>Case: The Long Road Ahead: Seeking Recovery for War-Torn Mozambique</td>
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<tr>
<td>Date</td>
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<td>Readings</td>
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<td>The “Do No Harm” Approach to Aid and Conflict.</td>
<td>Anderson, 81-90, 105-118, 131-144.</td>
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<td></td>
<td>• Security and Judicial Sector Reform</td>
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<td>• Undermining the Warlords</td>
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<tr>
<td>November 15-19</td>
<td>Strategies for Conflict Sensitive Development, cont.:</td>
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<td></td>
<td>• Participatory Development</td>
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<tr>
<td>Date Range</td>
<td>Event Description</td>
<td>Reading Material</td>
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<tr>
<td>November 22-26 (November 25-6, Thanksgiving)</td>
<td>Strategies for Conflict Sensitive Development, cont.:</td>
<td>Case: The Challenge of Participation: Drafting Mauritania's PRSP</td>
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<td></td>
<td>• Participatory Development Catch-up Day</td>
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<td>• Building Social Capital Sudan Simulation.</td>
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<tr>
<td>December 6-10</td>
<td>The Sudan Simulation Simulation Debrief.</td>
<td>Conflict Analysis Due</td>
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<tr>
<td>December 13-December 18</td>
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<td>Final Exam</td>
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Appendix B: Capstone Session Curriculum

The curriculum for the six weeks of the Capstone Session will be organized into modules, one module for each of the five skill sets.

1) Cross-Cultural Fluency

Students will learn:
- The Role of, and the Likely Reactions to, the “Westerner” in developing countries.
- Basic strategies for communicating across several types of cultural divide.
- To improve their ability to recognize and respond appropriately to various types of culturally-rooted norms and behaviors.

Activities will include:
- Guest lectures from individuals who have been thrown into culturally bewildering situations.
- Role-play exercises to practice communication skills.
- Case studies of cultural collisions.

2) Negotiation and Facilitation

Students will learn:
- To understand when consensus-building approaches can and should be used.
- Basic strategies of small group facilitation and workshop management.
- The principles of interest-based negotiation and their applicability to various forms of conflict management.

Activities will include:
- Case studies on negotiation and consensus-building.
- Organization of a mock mediation or workshop.
- An ICONS Project Simulation of a humanitarian crisis in the Sudan.

3) Needs Assessment and Program Design

Students will learn:
- Various Strategies being used for conducting needs assessments, including their strengths and weaknesses.
- The logic or project design, how to move from needs to activities to results.
- How to effectively communicate project design in both written proposals and oral presentations.
Activities will include:
- Cases studies of complex project design.
- Writing and presenting a mock funding proposal.

4) Program Monitoring and Evaluation

Students will learn:
- To critically evaluate the concept of “success” in a development program or organization.
- The strategies being used for monitoring and evaluation.
- Effective uses of quantitative and qualitative data in program evaluation.

Activities will include:
- Case studies of program monitoring and evaluation.
- Data analysis exercises.
- Designing a mock monitoring and evaluation strategy.

5) Knowledge of the Profession

Students will learn:
- About the culture of the development field.
- About the structure of field – where funding comes from, the funding, role of different actors, the major trends in the field, etc.
- To identify different career paths and how they might best prepare for them.

Activities will include:
- Guest lectures on the profession.
- Site visits
- Self-Assessments

At the end of the five modules, the students will understand the basic skills necessary in the field of international development, will have begun to work on developing those skills, and will be able to think critically and analytically about those skills and the ends which they are designed to achieve.

Assignments and Evaluation

Five-page paper discussing the two student’s two elective courses.
Three-page reflection paper on the ICONS simulation.
Group project: Funding Proposal.
Monitoring and Evaluation Strategy

Students will be evaluated based on the quality of these assignments and the quality of their participation in discussions and group activities.