

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

Instruction: See Course and Program Development Policy and Procedures

SHORT TITLE OF PROPOSAL: Ethnic & Cultural Factors of Conflict

COURSE # CNCM 740

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ITEM OF ACTION (check appropriate boxes)		APPROVAL SEQUENCE (see box 4 below)	DOCUMENTS REQUIRED (see box 5 on back)	INFO COPIES (see 2 on back)
<input type="checkbox"/>	1 Experimental Course ¹	AC	NOP	
<input type="checkbox"/>	2 Course Title	ABCD	NO	
<input type="checkbox"/>	3 Course Credits	ABCD	NO	
<input type="checkbox"/>	4 Course Number	ABCD	NO	
<input type="checkbox"/>	5 Course Level	ABCD	NO	
<input type="checkbox"/>	6 Deactivate a Course	ABCDEF	NO	a, b
<input type="checkbox"/>	7 Pre & Co-Requisite	ABCD	NO	a, b
<input type="checkbox"/>	8 Course Content	ABCD	NOP	a, b
<input checked="" type="checkbox"/>	9 New Course	ABCDEF	NOPQ	a, b
<input type="checkbox"/>	10a Certificate Program (ug/g) exclusively within existing degree program	ABCDEFHJL	NOQ	a, b, d
<input type="checkbox"/>	10b Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	ABCDEFHIK	NOSR, 6	a, b, d
<input type="checkbox"/>	11a UG Concentration (exceeds 24 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	11b Masters Concentration (exceeds 12 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	11c Doctoral Concentration (exceeds 18 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	12 Program Requirements	ABCDEF	NO	a, b, d
<input type="checkbox"/>	13 Program Title	ABCDEFGHIK	NO, 5	a, b, c, d
<input type="checkbox"/>	14 Off-Campus Deliver of Existing Program	ABCDEFHJK	NO, 4	a, b, c, d
<input type="checkbox"/>	15 Closed Site Program	ABCDJL	NOT	a, b
<input type="checkbox"/>	16 Program Suspension ⁹	ABCDEGJL	NOQ	a, b, c, d
<input type="checkbox"/>	17 Program Termination	ABCDEFHJL	NO, 10	a, b, c, d
<input type="checkbox"/>	18 Degree Program	ABCDEFGHIK	NOQRS, 3,8	a, b, c, d
<input type="checkbox"/>	19 New Center	ABCDEFGH		
<input type="checkbox"/>	20 Other	Varies	Varies	Varies

Box 4: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Department	Chair: <i>Doreed C. Mulcahey</i>	2/14/06
B Final faculty review body within each school	Chair: <i>Margaret J. Potthoff</i>	2/16/06
C College Dean	Dean: <i>Ray W. Turner</i>	2/16/06
D Provost and Senior Vice President for Academic Affairs	Provost: <i>Yvonne M. Marshall</i>	2/20/06
E Curriculum Review Committee (UFS subcommittee)	Chair: <i>Mphahle Gelliger</i>	2/28/06
F University Faculty Senate	Chair:	
G University Council ¹¹	Chair:	
H President	President:.	
I Board of Regents – approval		
J Board of Regents – notification only		
K MHEC – approval		
L MHEC – notification only		
M Middle States Association notification	Required only if the mission of the University is changed by the action	

Box 5: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input checked="" type="checkbox"/>	Q. Full Description/Rationale	<input type="checkbox"/>	T. Contract
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Full 5-page MHEC Proposal	<input type="checkbox"/>	U. Other
<input checked="" type="checkbox"/>	P. Syllabus	<input type="checkbox"/>	S. Financial Tables	<input type="checkbox"/>	

1. Approval automatically lapses after two offerings unless permanently approved by Action 9
2. Codes: a) Director of Library Services (Langsdale or Law) b) College Dean c) Planning Office d) EMSA
3. Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
4. One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services *
5. One-page letter with description and rationale *
6. One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. *
7. Learning objectives, assessment strategies; fit with UB strategic plan
8. Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal
9. Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.
10. Provide:
 - a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

* Required by MHEC

DOCUMENT O – SUMMARY PROPOSAL

College: CLA	Department: CNCM	Cost Code:
Contact Person: Landon E. Hancock	Phone: 5329	Effective Semester: F-06

O-1: Briefly describe what is requested: Approval of a course that has been offered twice as an 'experimental' course.

For new courses or changes in existing courses (needed by Registrar):

New Title: Ethnic & Cultural Factors of Conflict	Title #: CNCM740	Credits: 3.0
Course Abbreviation: Ethnic Conflict		
Old Title: Special Topics: Ethnic & Cultural Factors of Conflict	Title #: CNCM 620	Credits: 3.0

was originally offered as special topics

O-2: Set forth the rationale for the proposal: This course fulfills two needs for the program. First, it provides a venue for students to learn about and understand some of the most prevalent sources for social conflict and communal violence. It addresses race, ethnicity, religion and culture as sources of conflict by examining cases like the Watts or Washington race riots of the 1960s (and by extension current tensions in places like Los Angeles and Cincinnati) and by examining the roles of culture and religion in promulgating the conflict between militant Islam and the west, particularly the United States both at home and abroad. Second it provides one of the very few venues where students can examine and compare international and domestic conflicts, allowing them to understand the similarities between these two "different types" and showing some of the universality of what we teach in terms of conflict analysis and conflict management.

O-3 Resources Needed: None

	Personnel	Equipment	Expendables	Facility Costs	TOTAL COSTS
Start-up First Year	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Annual Thereafter	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

Indicate probable source of additional funds, if needed:

O-4 Impact including OTS and Library resources (Complete a or b)

a) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objects to the proposal as currently submitted. The units contacted were:

OTS/ Library

<i>Donald C. Mulcahey</i>	<i>2/15/06</i>
Department Chair Signature	Date

b) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

Department Chair Signature	Date

SYLLABUS—Document P CNCM 740
Ethnic & Cultural Factors of Conflict

3 Credit Hours

Prerequisites: Completion of CNCM 506 or Permission of Instructor.

This course explores the roles played by ethnicity, race, religion and culture in the generation, resolution and conduct of conflicts within and between groups. We will examine physical and symbolic markers of difference in order to understand both why groups differentiate themselves from one another and how mechanisms such as skin color, religious affiliation, ethnic background or cultural traditions can provide the grist for conflict or the grease that promotes resolution. Primary analysis will be based on the examination of cases relevant to the different issues underlying these conflicts.

Suggested Class Size 20 Maximum

The **Course Content** focuses on different theories behind the phenomena of Ethnicity & Race, Religion and Culture.

- a) Biological Approaches to Ethnicity & Race.
- b) Anthropological & Sociological Approaches to Ethnicity & Race
- c) Rational Choice & Political Approaches to Ethnicity & Race
- d) Class & Economic Approaches to Ethnicity & Race
- e) Social Identity and the Construction of Religious Identity
- f) Religion and Violence
- g) The role of Culture in Conflict
- h) The Clash of Civilizations

Illustrations and application in course discussion and presentations focus on four case studies to illuminate the course phenomena. While cases may change based on currency and instructor preference, the current cases in use are:

- Biological & Anthropological Approaches to Race & Ethnicity
 - Rwanda: Anatomy of the Genocide
- Rational Choice, Class & Economic Approaches to Race & Ethnicity
 - The Los Angeles Watts Riots
- The Social Identity of Religion and the Connection of Religion to Violence
 - Israel's Next Conflict: Religious vs. Secular
- Cultural Conflict and the Clash of Civilizations
 - 9/11 and the War on Terror

Learning Goals:

- The ability to understand and evaluate the various perspectives on race, ethnicity, religion and culture.
- The ability to analyze conflict situations and identify these components in the sources or dynamics of the conflicts.
- The ability to apply theories about these phenomena when analyzing, planning an intervention into, or resolving conflicts.

Assessment will be based on a number of criteria including:

Attendance & Participation: (10%) This course is going to run in a partial seminar format. That means that being in class and prepared are essential as there will be less lecture from the instructor and a great deal of discussion required by each and every one of the students. Student participation in the class discussions and activities will help the learning, raise the level of the class by sharing of student insights, knowledge, and questions with others, and show that students are doing the required reading assignments.

Case Analysis Presentations: (20%) This course is divided into four major sections analyzing Race, Ethnicity, Culture and Religion. For each section we will examine one case primarily by using a video to introduce the case and then applying the theories for each section to that case in discussion. At the end of that section a small group of students (class size dependent) will present a complete analysis of the case using theories discussed in the readings. A separate handout will detail guidelines for the presentations.

Mid-term Exam: (20%) The mid-term exam will be an in-class essay exam. There will be no tricks in this exam. If students come to class, *think for themselves*, and do the required reading, they should not fear this exam. This will be discussed further in class.

Term Paper: (50%) The final product for the course will be a 5,000 to 7,000 word paper analyzing a case of racial, ethnic, religious or cultural conflict. These should be deep-rooted conflicts that are either historical in nature or ongoing. Students are required to use the *theories presented in the class* to analyze the conflict and suggest either a resolution or an intervention that might have either prevented the conflict or resolved it if the case is historical in nature.

The break-down of points for your term paper are as follows:

- (10%) for the paper proposal including 3 book sources and 3 article sources due by Sept. 20.
- (10%) for the outline, draft introduction and source list due by Oct. 25.
- (30%) for the final paper, due on Dec 13.

The **required readings** for this course are all journal articles. They are all currently owned by Langsdale Library and are made available to students through the electronic reserves. For convenience they are broken down by course content.

Biological Approaches to Ethnicity & Race.

- van den Berghe, Pierre L. 1978. Race and ethnicity: a sociobiological perspective. *Ethnic and racial studies* 1 (4 (October)):401-411.
- Reynolds, Vernon. 1980. Sociobiology and the idea of primordial discrimination. *Ethnic and racial studies* 3 (3 (July)):303-315.
- Clark, Mary E. 1990. Meaningful social bonding as a universal human need. In *Conflict: human needs theory*, edited by J. Burton. New York: St. Martin's Press.
- Ross, Marc Howard. 1991. The Role of Evolution in Ethnocentric Conflict and its Management. *Journal of social issues* 47 (3):167-185.

Anthropological & Sociological Approaches to Ethnicity & Race

- Barth, Fredrik. 1996. Ethnic groups and boundaries. In *Ethnicity*, edited by J. Hutchinson and A. D. Smith. Oxford: Oxford University Press.
- Jenkins, Richard. 1994. Rethinking ethnicity: identity, categorization and power. *Ethnic and racial studies* 17 (2):197-223.

Rational Choice & Political Approaches to Ethnicity & Race

- Banton, Michael. 1995. Rational Choice Theories. *American Behavioral Scientist* 38 (3):478-498.
- Smith, M. G. 1985. Race and ethnic relations as matters of rational choice. *Ethnic and racial studies* 8 (4:October):484-499.

Class & Economic Approaches to Ethnicity & Race

- Bonacich, Edna. 1991. Class approaches to ethnicity and race. In *Majority and minority: the dynamics of race and ethnicity in American life*, edited by N. R. Yetman: Allyn & Bacon.
- Connor, Walker. 1994. Eco or ethno-nationalism. In *Ethnonationalism: the quest for understanding*, edited by W. Connor. Princeton: Princeton University Press.

Social Identity and the Construction of Religious Identity

- Seul, Jeffrey R. 1999. 'Ours is the Way of God': Religion, Identity, and Intergroup Conflict. *Journal of Peace Research* 36 (5):18.
- Nolan-Haley, Jacqueline. 2002. The Intersection of Religion, Race, Class, and Ethnicity in Community Conflict. *Negotiation Journal* 18 (4):351-354.

Religion and Violence

Coleman, J. S. (1956). Social cleavage and religious conflict. *Journal of Social Issues* 12(3) 1956, 44-56 Blackwell Publishing, United Kingdom.

Wellman, J. K., Jr., & Tokuno, K. (2004). Is religious violence inevitable? *Journal for the Scientific Study of Religion*, 43(3), 291-296.

Nepstad, S. E. (2004). Religion, Violence, and Peacemaking. *Journal for the Scientific Study of Religion*, 43(3), 297-301.

The Role of Culture in Conflict

Ross, M. H. (1997). The relevance of culture for the study of political psychology and ethnic conflict. *Political psychology*, 18(2), 299-326.

Avruch, K. (2001). Constructing ethnicity: Culture and ethnic conflict in the new world disorder. *American Journal of Orthopsychiatry*, 71(3), 281-289.

Galtung, J. (1990). Cultural violence. *Journal of peace research*, 27(3), 291-305.

The Clash of Civilizations

Huntington, Samuel P. (1993). The Clash of Civilizations? *Foreign Affairs*, 72(3).

Rubenstein, Richard E., and Jarle Crocker. (1994) Challenging Huntington. *Foreign policy* (96):113.

As noted above, the theories will all be illustrated and discussed based on case studies. Students will watch a video on each of the cases before that section's readings. Then a group of students will give a presentation and lead a discussion applying that section's theories to the case at hand. Case study material for the whole class will be based on documentary videos. Students in each of the presentation groups will be expected to do some library research to gather other supporting materials for their presentations.

Currently the four video documentaries I am using consist of:

Barker, Greg, and PBS Video. 2004. *Ghosts of Rwanda*. Alexandria, Va.: Distributed by PBS Video. videorecording. (Owned by Langsdale Library)

Films for the Humanities (Firm). 1999. *Watts, then and now 1965-1991*. Princeton: Films for the Humanities & Sciences. videorecording. (Owned by Langsdale Library)

Bergman, Lowell, New York Times Company., Granada Factual USA., WGBH Educational Foundation., and PBS Home Video. 2005. *Israel's Next War*. Alexandria, Va.: Distributed by PBS Home Video. videorecording. (Owned by Langsdale Library)

Bergman, Lowell, New York Times Company., Granada Factual USA., WGBH Educational Foundation., and PBS Home Video. 2001. *Looking for answers*. Alexandria, Va.: Distributed by PBS Home Video. videorecording. (Owned by Langsdale Library)

CNCM 740 Document Q – Full Description and Rationale:

Description & Rationale Q1 & 2

What we propose is to make our special topics course on Ethnic and Cultural Factors of Conflict a permanent course in the Center's offerings and the UB Catalog. This course may fulfill the advanced perspectives requirement for the MS program, fitting into the area of Cultural, Ethical and Policy Perspectives. The course is a three-unit graduate course; its hourly commitment is similar to any other three unit course offered by the Center, Department or College. The main features of this course center on the use of case study methodology to impart information about the sources of racial, ethnic, religious and cultural conflicts and to assist students in being able to assess these conflicts and suggest methods for resolving them. In addition, this course expands the Center's ability to teach students about the universality of conflict on the local, domestic and international levels through the comparative analysis of cases ranging from race riots in the US to the genocide in Rwanda.

Inter-Unit Impact: Q3

The course with the closest description in that area is SOCI 655, Seminar on Race and Ethnic Relations. There is no indication that this course has been offered in many years. Regardless, the description of the course, taken from the graduate catalog indicates that the course focuses on social, political and economic relations in US minority-majority relations. The proposed course expands beyond these theories to examine biology, religion and culture as possible sources of conflict as well as comparatively examining domestic, US-based, and international cases to show applicability of theories and analyses.

Quality Assurance: Q4

Given the nature of the course, any CNCM faculty using the materials shown in Document P should be able to present the course with equal effectiveness. As mentioned above, the course uses existing materials, both in terms of library materials and classroom technologies. Maintaining the current high quality of the course should not prove to be difficult.

Financial Impact: Q5

There is no financial impact to approve this course.