**Short Title of Proposal:** Ethnic & Cultural Factors of Conflict

**Course #** CNCM 740

### Box 1: Type of Action
- **ADD (NEW)**
- **DEACTIVATE**
- **MODIFY**
- **OTHER**

### Box 2: Level of Action
- **Non-Credit**
- **Undergraduate**
- **Graduate**
- **OTHER**

### Box 3: Item of Action
- **Experimental Course**
- **Course Title**
- **Course Credits**
- **Course Number**
- **Course Level**
- **Deactivate a Course**
- **Pre & Co-Requisite**
- **Course Content**
- **New Course**
- **Certificate Program (ug/lg) exclusively within existing degree program**
- **Certificate Program (ug/lg) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)**
- **UG Concentration (exceeds 24 credit hours)**
- **Masters Concentration (exceeds 12 credit hours)**
- **Doctoral Concentration (exceeds 18 credit hours)**
- **Program Requirements**
- **Program Title**
- **Off-Campus Deliver of Existing Program**
- **Closed Site Program**
- **Program Suspension**
- **Program Termination**
- **Degree Program**
- **New Center**
- **Other**

### Approval Sequence
- **AC**
- **ABCD**
- **ABCD**
- **ABCD**
- **ABCDEF**
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### Documents Required
- **NOP**
- **NO**
- **NO**
- **NO**
- **NO**
- **NO**
- **NO**
- **NOPQ**
- **NOQ**
- **NO**
- **NO**
- **NO**
- **NO**
- **NO**
- **NOP**
- **NOPQRS**
- **NOPQR**

### Info Copies
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### Approval Signatures

- **Chair:** Donald C. Mulaskey
- **Chair:** Margaret J. Fitchett
- **Chair:**
- **Chair:**
- **Chair:**
- **Chair:**
- **Chair:**
- **Chair:**
- **Chair:**

### Date
- **2/14/06**
- **2/16/06**
- **2/16/06**
- **2/19/06**
- **2/25/06**
- **Required only if the mission of the University is changed by the action**
Approval automatically lapses after two offerings unless permanently approved by Action 9.

Codes: a) Director of Library Services (Langsdale or Law) b) College Dean c) Planning Office d) EMSA

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.

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.

One-page letter with description and rational.

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.

Learning objectives, assessment strategies; fit with UB strategic plan.

Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal.

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.

Provide:

1. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
2. proposed date after which no new students will be admitted into the program;
3. accommodation of currently enrolled students in the realization of their degree objectives;
4. treatment of all tenured and non-tenured faculty and other staff in the affected program;
5. reallocation of funds from the budget of the affected program; and
6. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.

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
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):

<table>
<thead>
<tr>
<th>New Title: Ethnic &amp; Cultural Factors of Conflict</th>
<th>Title #: CNCM740</th>
<th>Credits: 3.0</th>
</tr>
</thead>
</table>

Old Title: Special Topics: Ethnic & Cultural Factors of Conflict, Title #: CNCM 620, Credits: 3.0

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

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Equipment</th>
<th>Expendables</th>
<th>Facility Costs</th>
<th>TOTAL COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up First Year</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
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<tr>
<td>Annual Thereafter</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
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</tbody>
</table>

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:

[Signature]
Department Chair Signature
Date

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

[Signature]
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.**


**Anthropological & Sociological Approaches to Ethnicity & Race**


**Rational Choice & Political Approaches to Ethnicity & Race**


**Class & Economic Approaches to Ethnicity & Race**


**Social Identity and the Construction of Religious Identity**


Religion and Violence


The Role of Culture in Conflict


The Clash of Civilizations


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:


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.