# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SOC 268: GENOCIDE, ATROCITY, AND PREVENTION** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Carse Ramos** | [Home department](#home_dept) | **Sociology** | | |
| A.4. [Context and Rationale](#Rationale) | **This course is a reincarnation of a previous Connections course on The Holocaust and Genocide run through the School of Education. The course stopped when Professor Steiglitz retired; prior to that, it ran nearly every semester with healthy attendance. In addition to its contribution to the General Education curriculum, the course will complement other Sociology offerings.**  **A faculty member available to teach this course is a genocide scholar with a background in law and sociology. Her previous work focused on transitional justice and mass atrocity prevention in Rwanda, Uganda, and Bosnia, and she will bring her field experience and interdisciplinary training into the classroom to provide a variety of perspectives on these issues and situate them into concrete case studies.** | | | | |
| A.5. [Student impact](#student_impact) | **Students will come away with an understanding of the cyclical and progressive nature of genocides and other mass atrocities, learning about the relevant legal and sociological framings and being asked to apply these concretely to case studies.** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **Taught by current faculty member as part of course load** | | | |
| [*Library*:](#library) | **N/A** | | | |
| [*Technology*](#technology) | **N/A** | | | |
| [*Facilities*](#facilities): | **N/A** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | **N/A** | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **SOC 268** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Genocide, Atrocity, and Prevention** |
| B.4. [Course description](#description) |  | **Students use case studies to explore the premise that genocides and other mass atrocities are processes and apply this framing to open critical space for discussions about prevention.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **FYS 100, FYW 100YW 100P/FYW 100H, and 45 credit hours.** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Seminar | Small group** |
| B.12.[Categories](#required) |  | **Free elective** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **YES**  **Category: Connections** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Class participation | Presentations | Papers | Class Work | Quizzes |**  **Projects** |
| B.16. [Redundancy statement](#competing) |  | **This course is a modified reincarnation of a GED connections course previously offered on The Holocaust and Genocide** |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Critical and Creative Thinking |  | **Students’ critical and creative thinking skills will be assessed through class discussion, the formal and informal written assignments they prepare for class (e.g., reflection papers and final project), and through their participation in the simulation.** |
| Written Communication |  | **Students’ written communication skills will be measured through a series of informal reflection papers and a formal paper or proposal.** |
| Research Fluency |  | **As discussed in more detail above, students will improve their research fluency through preparation for their simulation roles and through the final paper or policy proposal. Research fluency will be assessed by their level of preparation for and performance in the former and through the written submission of the latter.** |
| Oral Communication |  | **Students’ oral communication skills (and the development of these skills) will be assessed through regular class participation and a presentation at the end of the semester on their respective final papers or policies.** |
| Collaborative Work |  | **Students will develop their collaborative skills through in-class discussions, small conversation groups, and group activities. They will also collaborate with one partner to prepare for and participate in our class simulation. Students choosing the policy proposal option for the final also have the option of collaborating with one other student.**  **Collaboration skills will be assessed through work submitted in the small group activities, successful participation in the simulation, and a peer-evaluation for the final project and presentation.** |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| 1. **Introduction**    1. Course introduction    2. Introduction to mass atrocities and prevention 2. **Legal aspects of atrocity prevention**    1. Basic primer on international law    2. Overview of relevant provisions within international criminal, humanitarian, and human rights law 3. **Conceptions of genocide**    1. Legal and sociological conceptualizations    2. Lemkin and the evolution of thinking on genocide    3. Debates and developments    4. Genocide as a process    5. Genocide by attrition (Sudan) 4. **Early indicators and prevention entry points**    1. Lessons from the Holocaust    2. Introduction to the Rwandan genocide 5. **Ideas of intervention**    1. Rwanda as a case of failed intervention    2. *Ghosts of Rwanda*    3. South Sudan intervention simulation 6. **'Post-conflict' (re)conciliation and cycles of violence** 7. What is reconciliation? 8. Addressing victimhood - who, what, and how? 9. "Dealing with the past" – Introduction to transitional justice 10. Conceptualizing TJ as preventative 11. **Retribution, resolution, and/or reparation in Uganda** 12. Domestic and international courts 13. "Traditional" mechanisms 14. Types of reparations 15. What justice and for whom? 16. **Truth and justice in Bosnia and beyond** 17. Truth-seeking mechanisms under TJ 18. Forensic justice 19. Does truth always bring closure? 20. Must truth and justice coexist? Are they even compatible? 21. **Memory, Memorials and Memorialization** 22. Memorial wars in Bosnia 23. The Rwandan memory industry 24. Ugandan memorial controversies 25. Local memories versus national narratives 26. **Perpetrators** 27. Why do people commit mass atrocities? 28. Why do people allow atrocities to be committed? 29. Do we believe that individuals were "just following orders"? 30. *Ordinary Men* and *Becoming Evil* 31. Are we all potential perpetrators? |
|  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Mikaila Arthur | Chair of Sociology |  |  |
| Earl Simson | Dean of Arts & Sciences |  |  |
| Gerri August/Julie Horwitz | Co-Deans of FSEHD |  |  |
| Debra Servello | Dean of Nursing |  |  |
| Jeffrey Mello | Dean of Business |  |  |
| Jayashree Nimmagadda | Dean of Social Work |  |  |
| James G. Magyar | Chair, Committee on General Education |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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