# 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) | HIST 265: POST-1945 CONFLICTs IN AFRICA AND GLOBALLY  |  |
| [Replacing](#Ifapplicable)  | HIST 265: CONFLICT AND CONFLICT RESOLUTION IN AFRICA AND THE WORLD SINCE 1945 (CORE IV) |
| A.2. [Proposal type](#type) | Course: Revision |
| A.3. [Originator](#Originator) | **Peter Mendy** | [Home department](#home_dept) | **History** |
| A.4. [Context and Rationale](#Rationale)  | The 20th century is regarded as the most violent in human history, with World War II as the most encompassing and costly in terms of material resources consumed and lives destroyed. The total number of deaths during this century is estimated at 187 million people, with some 60 million (including six million Jews) caused by World War II. Increasingly, the casualties have been civilians: from 5% during World War I, to 66% in World II, to 90% by the end of the 1990s. Disproportionately, the civilian victims have been women and children. These trends have thus far continued in the 21st century.While violent conflicts in Europe declined significantly since 1945, it remained endemic in such regions as Southeast Asia, the Middle East, Latin America, and Africa. Notably, these violent conflicts have been mainly revolutions, armed liberation struggles, and civil wars, rather than inter-state confrontations. Until the collapse of the Soviet Union in 1989, superpower rivalry in the context of the Cold War often inflamed these violent events, particularly in countries that became proxy battlegrounds. In the post-Cold War era, and particularly since the terrorist attacks in the United States on September 1, 2001, religious fundamentalism has contributed significantly to the very high number of casualties of wars. In Africa, violent conflicts during the second half of the 20th century became epidemic. The continent has suffered devastating internal wars (including armed liberation struggles) that have persisted for more than a generation in some countries. Between 1960 and 2000, some 10 million Africans were killed in more than 35 violent conflicts around the continent. In Rwanda, in just 100 days in 1994, an estimated 800, 000 people were slaughtered in a frenzied genocide. Today, religious fundamentalist groups such as Boko Haram in West Africa, Al Shabaab in East Africa, Al-Qaeda in the Islamic Maghreb (AQIM) in North Africa, and the Lord’s resistance Army in Uganda, continue to kill and maim thousands of Africans, disrupting economic activities and displacing tens of thousands of people from their homes. This course will challenge students to critically examine the various causes of violent conflicts and the variety of responses used to address them. It also aims to provide a critical understanding of the multidimensional impacts of conflicts in multi-ethnic/multiracial and culturally diverse environments that affect lives and livelihoods not only at the national level, but often at the regional and global levels as well.The title, description, prerequisite and when offered are all being revised. |
| A.5. [Student impact](#student_impact) | The impact will be positive. Students will benefit from a new Connections course on conflict and conflict resolution that is both multidisciplinary and multicultural. |
| A.6. [Impact on other programs](#impact)  | HIST 265 will enrich the existing Connections offerings in Gen Ed. |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | None |
| [*Library*:](#library) | None |
| [*Technology*](#technology) | None |
| [*Facilities*](#facilities): | None |
| A.8. [Semester effective](#Semester_effective) | Fall 2020 |  A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

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) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | HIST 265 | HIST 265 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Conflict and Conflict Resolution in Africa and the World since 1945 | **Post-1945 Conflicts in Africa and Globally**  |
| B.4. [Course description](#description)  | This course examines the history of conflict and conflict resolution in particularly Africa and generally around the world since 1945. It explores the political, economic, social, cultural, and environmental dimensions of violent strife. | Students examine the history of conflict and conflict resolution in Africa and around the world since 1945. They will analyze the political, economic, social, cultural, and environmental dimensions of strife. |
| B.5. [Prerequisite(s)](#prereqs) |  | FYS 100, FYW 100/FYW 100P/FYW 100H, and 45 credits |
| B.6. [Offered](#Offered) | Fall | Spring | Summer | | Annually |
| B.7. [Contact hours](#contacthours)  | 4 | 4 |
| B.8. [Credit hours](#credits) | 4 | 4 |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | Letter grade | | Letter grade |  |
| B.11. [Instructional methods](#instr_methods) | Lecture | Small group | | Hybrid |  Lecture | Small group | | Hybrid |
| B.12.[Categories](#required) |  Free elective  |  Free elective |
| B.13. Is this an Honors course? |  NO | NO |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | YES |category: CORE IV | YES | category: Connections |
| B.15. [How will student performance be evaluated?](#performance) | Attendance | Class participation | Exams | Presentations | Papers | Class Work | Interviews | Quizzes | Projects | Attendance | Class participation | Exams | Presentations | Papers | Class Work | Interviews | Quizzes | Projects |
| B.16. [Redundancy statement](#competing) |  |  |
| 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** |  | Précis WritingResearch PaperShort Essay AssignmentsOral PresentationConflict & Conflict Resolution Role Playing GamesMidterm ExamFinal Exam |
| **Written Communication** |  | Research PaperShort Essay AssignmentsMidterm ExamFinal Exam |
| **Research Fluency** |  | Research Paper |
| **Oral Communication** |  | Oral Class PresentationsConflict & Conflict Resolution Role Playing Exercises |
| **Collaborative Work** |  | Conflict & Conflict Resolution Role Playing Exercises |
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| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| **I**. **Introduction : A Century of Conflicts** **War and Peace in History: Approaches and Perspectives** **A Century of War and Peace: Historical Overview**  ***Reading: Hobsbawn, 1-17; Vadney, 15-48***  ***Film: “A Legacy of Violence”*** **II. Typology of Post-1945 Conflicts**  **Inter-State and Intra-State Conflicts** **Ideology, Militarism, and Ethnic/Religious Conflicts** **The Environment, Natural Resources, and Civil Conflicts**  ***Reading: Hobsbawn, 225-256, 344-371; Keylor, 147-17; Schwab, 21-25, 28-61.***   **III. Non-Violent Decolonization: Case Studies** **India and Ghana**  ***Reading: Vadney, 104-111, 233-238.*** **IV. Violent Decolonization: Case Studies**  **Indochina (Vietnam) and Algeria**  ***Reading: Keylor, 215-224; Vadney, 148-163, 228-233, 238-243.*** ***Film: “The War against Colonialism”*** **V. Post-Independence Politics and Civil Strife** **Colonial Legacies and Independence Promises and Realities** ***Reading: Keylor, 284-293; Schwab, 14-21*** **VI. Typology of Dictatorships** **Civilian Dictatorships: The Monolithic State and the Politics of Exclusion** **Responses to Monopoly, Patrimonialism, and Repression** **Military Dictatorships: Nature of Marshal Rule** **R*eading: Hobsbawn, 344-372; Keylor, 264-268; Schwab, 63-95*** ***Film: “Idi Amin: Portrait of a Dictator”***  **VII. Dictatorships and Civil Conflicts: Case Studies** **Chile, Argentina and Uganda**  **Consequences of Civil/Military Dictatorships** ***Reading: Keylor, 264-267.*** **VIII. Ethnicity and Ethnic Conflicts: Case Studies** **Ethnic Diversity and the Politicization of Ethnicity** **Case Studies: Bosnia and Rwanda**  ***Reading (Handouts):* Marina Ottaway*,* “Ethnic Politics in Africa** **Resolution of Ethnic Conflicts.** ***Film: “Ghosts of Rwanda”*** **IX. Religion and Religious Conflicts: Case Studies** **Religious Fundamentalism and Civil Conflicts** **Case Studies: Afghanistan and Israel** **Resolution of Religious Conflict**  ***Reading (Handout):* Karen Armstrong, “The Battle for God: A History of**  **Fundamentalism.”**  **X. Natural Resources and Conflicts: Case Studies**  **Natural Resource Endowment: Boon or Bane? Economic Motives of Civil Wars**  **Case Studies: Sierra Leone, Nigeria, and the Democratic Republic of the Congo**  ***Reading (Handout):* P. Collier,“Doing Well out of War: An Economic Perspective”*****Films: “Nigeria: Oil and Civil Violence” and “Congo: Curse of Minerals”***  **XII. The Costs of Violent Conflict**  **Human, Economic, Political, Social, and Environmental Impacts** **Impacts on Women and children** ***Reading (Handout):* Monty G. Marshall, “Measuring the Societal Impact of War”**  ***Film: Children in War*** **XIII. Post-Conflict Reconstruction.**  **Peace-Building Processes: Principles of Peace Mediation.** **Disarmament, Demobilization and Reintegration (DDR)** ***Reading (Handout)*: John G. Cockell, “Planning the Preventive Action: Context, Strategy, and**  **Implementation.”** |

## 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 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 |
| --- | --- | --- | --- |
| David Espinosa | Chair of History |  |  |
| Earl Simson | Dean of Faculty of Arts & Science |  |  |
| James G. Magyar | Chair, Committee on General Education |  |  |
|  |  |  |  |
|  |  |  |  |

##### 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 |
| --- | --- | --- | --- |
| Jeannine Dingus-Eason | Dean of FSEHD |  |  |
| Jeff Mello | Dean School of Business |  |  |
| Debra Sevello | Interim Dean of Nursing |  |  |
| Jayashree Nimmagadda | Interim Dean of SWRK |  |  |
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