

A Proposal for an Undergraduate and Graduate Major Program in Liberian Studies  
at all Liberian Higher Institutions of Learning

Submitted

By

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Submitted

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## Background

The corridor of history is strewn with constant reminders that education is the precious jewel and the lifeline of a nation. Many educational scholars and psychologists who spoke on this topic have argued that what separates the family of man from beasts is knowledge. In other words, knowledge is the oxidizer for the development, growth and evolution of human beings worldwide. That knowledge comes through a national educational system and curriculum that is designed to enable the learners to adequately cultivate their gifts and talents via the attainment of knowledge. Moreover, education must train the students not only to be statesmen or stateswomen, but the students must also honorably use the knowledge acquired for the attainment of power, selflessness, family values, community involvement, nationalism, spirituality and global mindedness.

In other words, it is education that instills patriotism in civil society that brings the best out of any individual citizen; it is education that can remove all forms of hatred, racism, tribalism, sectionalism, fear, disease, poverty and self-destruction. This is why all great nations of the globe have found it necessary to heavily invest in national studies, sciences, math, cultural development and social research that serve as a bond for national unity for which their citizens are willing to die or fight for with every fiber of their being. For example, just before World War II, China was called the "sick man" of Asia but through sound education, with emphasis on cultural pride and technology, China not only improved its image on the world stage but also became both a military and economic power. The State of Israel comes to mind, too. That nation did not exist amongst world nations until 1948 when Liberia cast the tie-breaking vote in the UN to create that nation. Today, Israel does not only rank third as a world military power but used sound education of Zionism to tell its own stories and write its history in the lyceum of the world. Even in Nigeria, Liberia's next door counterpart, there are Nigerians who hold BA, MA, PhD. in studies of several of the local languages, including Ibo, Yoruba, Hausa studies, etc from Bayero University, Kano ([www.kanoolie.com](http://www.kanoolie.com)). Uganda, a nation with striking geological beauty that prompted America's present Winston Churchill to coin it the "Pearl of Africa" offer a degree in Ugandan Studies through its Ugandan Christian University ([www.ugandastudies.org](http://www.ugandastudies.org)). So also is Ghana, where no student graduates from high school without majoring and tutoring in one of the national languages. The Ghanaian government has invested heavily in this national linguistic pride since the early 1970s and began training teachers to teach the various Ghanaian languages (GhLs). The trained teachers were employed as medium of instruction (MoI) at the lower primary school level (Awedoba, A. K., 2001). *"In sociolinguistic terms, language is hardly separable from culture. The former is even the vehicle through which the latter is transmitted and manifested. To deny child literacy in his or her mother-tongue by not including it in the educational system will only be a means of helping the child to look down on his or her own culture. If we despise the language of a people then by that very token we despise that people. If we are ashamed of our own language then we must certainly lack that minimum of self-respect which is necessary for the healthy functioning of society (Armstrong, R. G., 1963) wrote in his "Vernacular Languages and Cultures in Language in Africa".*

It is not a coincidence that Ghana is one of the most popular destinations in all of Africa and so many renowned foreign universities such as New York University, Temple University in, Stanford University, University of Cambridge, University of Oxford, University of California, University of Guelph, University of Western Ontario, University of Leeds, University of Reading, University of Strathclyde, Pennsylvania State University, University of Ouagadougou, University of Copenhagen, University of Indiana, University of Bristol, University of West Florida, Free University of Brussels, University of Bergen, SUNY Brockport University of Ghana, Duke University, NC A&T State University, just to name a few are sending their students to Ghana for education due to the rich culture and history it emphasizes.

These are convincing examples and many others speak to the fact that what is needed to propel the Liberian nation to the frontline is sound education reform; a new approach that does not leave any aspect of the nation's history behind and mandates Liberian Studies from elementary school through the nation's highest institutions of learning. Liberian studies should also become one of the subject areas of the National Examination and no student should graduate from high school until he or she passes the Liberian Studies core exam.

## **The Problem**

One of the injustices in Liberia is the depriving of Liberians, by themselves, of the knowledge of their origin and diversity of their cultural identity. This self-denial is a transgression beyond measurable proposition, depriving oneself of the richness of one's history not only limits the possibilities and solutions to national problems solving but lack of knowledge of one own worth. Once Liberians acquire the knowledge of whom they are, they will discover their rich heritage and ancestral contributions to the political and economic development of the country. It is because of this apparent lack of such knowledge of their history that the realms of possibilities of domestic panacea and national identity eluded them during the national conflict. The typical example is what transpired during the Liberian conflict when solutions to the conflict were formulated outside and imposed upon Liberians with no choice. The nation is being deforested and turned over to nations that do not have good records of democracy in Africa and the world, but yet expected to teach Liberians good governance. One of the reasons for this is Liberians' failure to create the mechanism for good governance, equity and justice, thus making the country vulnerable to self-destruction and the creation of a pariah state. Based on these circumstances, Liberians are given everything that has price tags.

The price tags can be both external and internal problems. The internal problems are corruption, injustice, oppression and abject poverty. There are others who argue without hesitation that most of these problems are western-made---that they are largely traceable, directly or indirectly, to the education system that shaped the thinking of Liberians and their partners in crime, including the nation's leaders who sell out to foreign nations and subjugate their people to oppression and exploitation; the liberators who enforce laws based on injustice; the rebels who waged war against the Liberian people; businesses like Firestone, LAMCO, LAC, Bong Mines who exploited the nation's resources and left behind useless enclaves to remind Liberians of their exploitation; the professionals who use their professions for economic gains instead of service to their people. They are all educated people, and in many cases "highly" educated Liberians. Wasn't their education designed to prepare them for the roles they are playing in Liberia today?

When the Liberian Studies Curriculum prepared by LIHEDE was proposed recently, there were questions as to where the graduates will work. The question is being asked because the rest of the world has already mapped out for Liberians what jobs or professions we have and not what matters to our national interest such as peace and stability. These concerns and criticisms come in the face of Liberians' lack of knowledge about themselves; destruction of their Poro and Sande Universities, killing of their old people who have irreplaceable knowledge about their commonality and consanguinity, and the putting of premium on other people's cultures, all of which have plunged the nation into wanton death and destruction. As Liberians discuss the essence of a pure Liberian Studies curriculum at the nation's highest institutions of learning, it must be borne in mind that without a common framework binding all Liberians, the society cannot continue to exist; the nation will disintegrate and be absorbed by other societies as one is seeing in post-conflict-Liberia.

If Liberians hope to live together in peace as one people then isn't it time that they know something of the different cultures that make up this so-called Land of Liberty? How have Liberians

helped themselves by advancing the European agenda and by teaching their children to read books like Don and Peggy, Snow White, at the elementary level; Mark Twain's Huckleberry Finn (most famous was Tom Sawyer); Romeo and Juliet and Chaucer's Canterbury Tales; Rip Van Winkle, King Arthur's Knights of the Round Table and Jonathan Swift on the junior high and high school levels? Liberians barely read about any tribal hero, folktales and legends of their culture. How have Beowulf and Hercules who became their heroes, and stories about the Trojan War that saturated their thinking helped them? Make no mistake this kind of education has produced so many graduates with masters and PhD's, and so many professionals --- engineers, doctors, politicians, economists, teachers, priests, etc. in their nation based on the standards in the industrially advanced countries. But how does knowing and learning more about the Presidents of the United States, capital cities, social studies and languages of Western countries instead those of their own country build lasting peace for all of them? For the most part, the fundamental philosophies of Western styled education are rooted in cultural supremacy, exploitation, capitalism and the winner-takes-all mentality. Liberians must acknowledge that the study of other cultures is not totally irreverent but such studies must not take precedence over their national curriculum to educate their children about Liberian history within the context of their socio-political and economic systems. They should expect to provide a national curriculum that produces good citizenry by upholding the same moral values that past generations of Liberians have respected and were willing to die for, for the survival of their nation.

### **The End Results (Diseases)**

How did these things that they have learned over 157 years of their existence helped them during their internecine civil war? Liberia is in turmoil today because Liberians do not know their own stories. The Liberian curriculum is totally devoid of indigenous culture. And it seems like their present predicament lies in the fact that they have proven to be totally unprepared to accept and implement a leadership system based on their own design.

Are Liberians better off now? If the answer is no, then it is hard time that they now be prepared to teach themselves about themselves ---their history, spirituality, identity and nature ---so that they can become masters of their country. For it is common knowledge that mastering oneself is the key to mastery of one's survival.

Once a Liberian has a mastery of self-knowledge, it's then important to be taught the true history of the other people who make up the country. Such an education in post-conflict Liberia will promote mutualism, symbiosis, communalism, cohortism, aggregatism, and above all, respect for each ethnicity of their nation, embracing of their diversity. This will lead to a peaceful and productive society.

Liberian Studies should be made a part of the curriculum at their highest institutions of learning not only for the benefits of Liberians, but also for the education of non-Liberians who may want to know about the country and its people. The emerging 4th republic should be a time that others develop a respect for Liberia by knowing its true and complete history, written by Liberians, and the contributions that Liberia has made to the world

Liberia College, which was established in 1851, was the nation's highest institution of learning then, once offered degrees in Greek and Latin. Today, the college's successor, the University Liberia, offers English and French Languages at the baccalaureate level, but no Liberian Languages are taught. Instead, over the years the nation misadjusted on the cultural issues; as such the Liberian people have suffered from identity crisis. For example, Liberians do not know that they have a great history. Liberians are a great people, and their contributions to the establishment of nations and independence movement throughout Africa are invaluable. The point being made is that many countries, including Ghana, Algeria, Nigeria, Congo, Zimbabwe, South Africa, and Israel are

beneficiaries of Liberia's efforts. Yes, Liberia helped these nations to get their independence and/or end their civil wars. Thank God for other nations' libraries, now Liberian Studies will be realized.

Liberians can now learn that the land that became the Liberian nation was a series of traditional, indigenous kingdoms whose peoples lived in city-states. As such there was no single name for these kingdoms, which were believed to cover more than 177,000 square miles. This is how the landmass got many names, collectively known to non-Africans as the Malaguatta Coast, or Grains of Paradise. Before the advent of Europeans the land called Grain Coast, Malaguatta Coast, present-day Liberia was a bastion of ethnic kingdoms: the Bassa Kingdoms; Belle Kingdoms, Gola Kingdoms, Grebo Kingdoms; Krahn (Wee) Kingdoms, Mende Kingdoms, Sarpo Kingdoms, Kpelle Kingdoms, Kissi Kingdoms, Plebo Kingdoms, Gbii Kingdoms, Via Kingdoms, Dei Kingdoms, Gio (Dan) Kingdoms, Loma Kingdoms, Mandingo Kingdoms, Maih (Mano) Kingdoms, Kloa (Kru) Kingdoms.

These ethnic kingdoms became international trading posts, visited by Phoenicians and Egyptians as early as 600 B.C, and by the Carthagians in 500 B.C. Europeans first set up trading posts on the coast in the 14th century. The Dutch historian Ofert Drapper provides ample evidence that the Grain Coast was a peaceful land whose people were well versed not only in their own customs and traditions but also in international trading. Drapper argued "that the local populations enjoyed a high standard of political and social organization and that their institutions bear a strong resemblance to those of what was then the Sudan, probably as a result of contact with the North African Berbers who had been one of the most advanced and powerful nations in the world" (Drapper, O. A Comprehensive and Real Descriptive of Africa, 1668 [Reprinted 1967]).

The critical question that must be answered is: Do Liberians know how blessed they are and where do they go to learn about these things? The Liberian nation is blessed with the earth's finest climate, fertile soil for agricultural enterprise: growing bananas, rice, cacao, cassava, coffee, kola, mango, okra, oil palm, papaya, rubber and much more. Iron ore tops the list of Liberia's mineral wealth, making this country one of the top iron ore exporters in the world. Barite, cyanite, diamonds, gold, graphite, and manganese afford opportunity for all Liberians to amass wealth. Liberia is a land endowed with natural resources, with forests covering nearly 14 million acres, 230 species of useable timber such as Mahogany, Walnut, Makere, palm trees, red ironwood (Ekki for house and bridge building) Teak, Whismore, Camwood, Abura, Niango; and wildlife such as elephants, water buffalo, viviparous toad, cross river gorilla, water buffalo, zebra duiker, leopards, diana monkey, chimpanzees, and white mangabey, chimpanzees, pygmy hippopotamus, many bird species, including magnificent birds such as the "dancing bird", eagles to gymnobucco calvus, gymnobucco peli, pogoniulus scolopaceus, pogoniulus white-breasted guinea fowl atroflavus, pogoniulus subsulphureus, buccanodon duchailui and lybius vieilloti (<http://www.tlcafrica.com>). Non-Liberians name their species native to Liberia and know that these species belong to Liberia.

It is not a secret that Liberia is straddled in the high rainfall area of West Africa, uniquely bordered by the Atlantic Ocean to the south, Sierra Leone to the west, Guinea to the north and Côte d'Ivoire to the east. Equally important, Liberia is a relatively sparsely populated country compared to other sub-Saharan African nations. With its high regional rainfall, Liberia is crisscrossed by rivers and lakes, which encompasses 15 river basins, abundant streams and four types of coastal wetlands such as the Mesurado, Lake Shepherd, Bafu Bay and inland riverine like Marshall (Du and Farmington basins) and the Cestos-Senkwehn, Kpatawe (Kromah, 2001). These bodies of water were not only striking coral formations but were often scenes of natural attractiveness that makes Liberia the most watered-falls land in Africa, if not the world. The respondent beauty of their nation is due to the rainfall and temperature in Liberia which determine the growth of vegetation that helps to slow down soil erosion and enriches soil with nutrients from decomposing organic material or humus. The ample vegetation of tropical forest environments produces large quantities of

humus, which is concentrated on the forest floor. In savanna grasslands of Liberia, humus extends to a greater depth in the soil and supports rice growth, their staple food.

Liberia was also once dominated by a central spine of coastal plains, plateau, rolling hills mountains and range: the Bong *Range*, Putu Range, and Mount Nimba (Wuteve, the tallest and source of the Ya and Cavalla Rivers), with many peaks over 5,748 feet with glacial ambient. Other mountains that shaped the geographical landscape of Liberia are Mt. Bee of Gibi and Mt. Wologisi, the 2nd highest peak in Liberia [www.tlcafrica.com](http://www.tlcafrica.com). Ninety percent of these mountains were covered by tropical rainforests, and the remainder is made up of delta plains, flat savannah, grassland and six special species of mangroves in the likes of *Rhizophora harrisonia*, the mangle and *Avicinnia Africana* (Fodee Kromah, 2001). An estimated 200 species of plant and animal are native to the Mount Nimba ecosystems [www.tlcafrica.com](http://www.tlcafrica.com). The principal rivers include the (St. John River, Cestos River-also known as Nuon in the Dan or Gio language- the Yar River, near Cocopa in Nimba) St. Paul River, Cavalla (*Youbou*), Mano, just to name a few of their blessing.

The National Park located in Sinoe County and Gola National Forest in Upper Cape Mount County and Lower Lofa County are gems in the rough. The park is yet to fully show off its potential. In fact, the National Parks are at the mercy of poachers, says Mr. Alexander Peal of Conservation International/Liberia. Traditional deforestation or small farming has become the order of the day due to the lack of national programs for intergraded management and education systems.

But none of these natural resources has the value of a grain of sand, as long as the people are corrupted by greed, do not collectively develop the human capital and continue to depend on foreign theories that have no affinity to their being. Had the national educational system promoted Liberian heritage and good governance, the nation would have had the hand and the brain to attain greatness. Instead, the westernization of Liberia deliberately confined and trivialized the country's history, culture and technological achievements.

In retrospect, Liberia's fine climate means nothing; the fertile soil has no value; the rich mines are worthless; the safe and clean harbors that border the nation are of no value when Liberians are ignorant of their own origins and capabilities. As shown Liberia, with all these natural resources, has not been able to feed and cloth her people, provide protection, run a good government and produce books on her history. So how have the tiny European and Asia nations achieved this?

How have Liberians come to depend on experts of these nations to tell them what they have as a nation? How have Liberians come to revere far away rivers over those that supply them with water-food, quench their thirsts and bathe their skin? Shouldn't Liberian rivers and lands be a part of comparative studies of the different dialects in Liberia? Unfortunately, it will take a long soul-searching to pinpoint that which unites Liberians because there doesn't seem to be many common rallying points. Liberians were taught European and Western histories from Elementary through College; they called one another "Countrymen" and "Country people" thereby considering these terms offensive because Liberians were taught that the word "country" means the least in society. How can this mentality now be reprogrammed so that Liberians think differently about themselves and their compatriots, land, the environment, and the world they live in?

The author of this proposal believes that there has to be a way to educate Liberians to be a better and informed people. It is against this backdrop that the Liberian Studies Program idea was born. Liberia is in a state of comatose because the citizens, including their leaders have not been infused with the knowledge to love their country as well as be their brothers' keepers. Had they known their history as a nation and people, coupled with the methods their forefathers used to settle disputes, they most likely would not have resorted to the cycle of violence that has ravaged the fabric of the society. If they do not know about the past, if they forget the present, they will not be prepared for the future.

It is clear that Liberia's educational system was not developed with emphasis on the teaching of the complete history of the country--its lifeline, cultural heritage. If an education does not help its recipients to correctly and adequately describe their country, and their own image in the community of nations, how will they get other people to help them? When people do not learn their history but instead deny it; when they do not try to educate themselves of their past so as to chart a brighter future, how will they learn to love and believe in themselves and rely on their own abilities?

Liberian history and human resources can be a powerful force that will benefit the whole nation. By embracing their history and mending Liberian historical errors, Liberians can lay a solid foundation for the next generation of Liberians, who will be able to look to the past with understanding and great pride and to the future with great hope. This is the bridge that Liberians must cross. They should use the United States as a case study in that various universities and colleges in this great nation have specialization in African-American, Asian, Native-American, Middle East, European, etc., studies. Graduates from these departments are authorities in these areas, and their views and advice are sought in the discussion of issues and formulation of policies that impact these areas.

### **Scope**

The proposed curriculum also provides the opportunity to bring together Liberia's best brains and scholars from the various disciplines not only to promote interdisciplinary exchange, but also reinforce social tolerance and acceptance, critical interventions, interactions, discourses and constructive engagement with the learning process about the "total identities" of Liberians. Familiarity with Liberian intellectual thoughts and the activist traditions that flow from such thoughts will contribute to this generation of Liberians and future ones entering into dialogue with each other and collaborating on projects for a nourishing, functioning nation.

### **Liberian University System/County Own University**

This proposal encourages empowering the Liberian people to begin to think about and act toward establishing the Liberian Studies program not only in Monrovia, as is currently the case with programs of the University of Liberia but to also develop a university system that has programs and campuses within each of the counties of the country to train Liberians across the board, without relying solely on the University of Liberia in Monrovia. Each county university would be able to teach and preserve the belief systems, customs, values, and bodies of knowledge of the people in that region. For, even if the system begins with a one-room university in each county, that would be the single footstep required to begin this arduous but necessary journey.

### **National Need Assessment**

Today, in Liberia, a lot of Liberians want a college education but the University of Liberia is just too small to accommodate everyone. But with various county universities, even chiefs, soldiers, civil servants, social workers, ethnic specialists and others who may not want to become engineers, pilots, medical doctors, and so forth, could be trained in leadership and Liberian Studies. Furthermore, a program of Liberian Studies could fit "traditional" and "modern" together in a way that is uniquely Liberian not as living fossils, but as living links to their long-term human past and today's global village and geo-political dynamics. The reciprocal effects and net benefits of having each group of Liberians knowing about their next-door neighbors are unimaginable. Liberia has a unique history and if they knew a lot about each other, they wouldn't have fought each other the way they did during the past 14 years. By knowing about each other and who they are as a people, they would have been in the position to make effective and informed decisions.

## Justification for Departmental Status

### **A. Academic Justification**

A departmental status is proposed for the Liberian Studies Program. The University of Liberia is not only one of West Africa's oldest institutions of higher learning but many Africans have passed through its walls and went to build their nation educational system. Nations of the world, especially African nations have left Liberia behind in the proposal area. If the University of Ghana that was founded in 1948 has 53 academic departments and the student population is nearly fully residential. There is see no reason why the University of Liberia cannot have full broom department to house our identity. Although interdisciplinary methodologies are part of the very fabric of the field of Liberian Studies, and this will continue in terms of participation from various disciplinary units, they believe that departmental status is important for them intellectually and institutionally. Its organization as a department will foster their future growth. There are several compelling reasons for departmentalization:

(1) As a department with its own chair, the needed structuring, growth, recruitment, advertisement as well nurturing from the very beginning will be ensured. (2) Second, a departmental status will cement the stable institutional identity would be perceived internally within the nation, but equally as importantly, externally. (3) Departmental status would indicate our nation's commitment to the field of Liberian Studies recognizing that its intellectual stature, patriotism, nationalism, political thoughts and good governance are established in academia. (3) As a Department, the Liberian Studies will be institutionally positioned, stronger to seek extra-mural grants, and collaborate on an equal footing with other departments across campus.

(4) As a Department, it would gain national visibility in order to attract top-ranking faculty, graduate and undergraduate students. The departmental status will attract Liberian scholars as well as solidifying its national visibility and will position it to move towards the forefront among the established programs.

(5) Lastly, departmentalization will better enable the program in its goal to educate a diverse, multiethnic student body, to continue playing a positive and productive campus role in the university's innovative approach to interdisciplinary academic inquiry.

The Department of Liberian Studies, when established at the various universities, will help to educate Liberians and teach them their cultural values and norms while it will afford Liberians to learn more about themselves and their nation. The department will help develop and teach traditional values, cultural heritages and norms.

**Various degrees to be awarded are:**

- BA in Liberian Studies
- BA in Liberian Studies (Peace Education Concentration)
- BA in Liberian Studies (Military Studies Concentration)
- MA in The Master of Arts in Gender and Peace Building/Education
- MA in Liberian Studies/Environmental Studies
- PhD in Liberian Studies

**Proposed Bachelor of Arts Degree in Liberian Studies (LS):**

The Bachelor of Arts Degree in Liberian Studies is an interdisciplinary/consortium concentration between (LU, CUC AMUE) which is designed to prepare individuals with background in Liberian studies. Graduates will become associated with the history, government, and economics, social, religious and political activities in the nation, as well as other sectors. Individuals will develop cultural, traditional, historical, social, political and leadership skills as well as education and administration skills for national applications and entrepreneurship.

**Chart I CUC Transferable Courses**

Liberian Studies Proposed Courses			Cuttington University College Based on 1986-87 Catalog		
Course Number	Course Title	Sem. Hrs.	Course Number	Course Title	Sem. Hrs.
Elective		3	R. Dev. 101 or 103	Introduction to Rural Development	3
LS (338)	Liberia and U. S. Relations	3	Pol. Sci. 203	International Relations	3
LS (101)	Liberian Studies	3	Hist. 310	History of Liberia	3
LS (102)	Liberia Before the 1800s	3	Hist. 311	A Survey of Liberian History	3
LS (337)	Liberian Government and Philosophical Thoughts	3	Pol. Sci. 395	Inter-governmental Relations	3
LS (336)	Liberian Politics and Government	3	Pol. Sci. 97	Liberia Policy Making	3
<b>LS Grand Total</b>		<b>18</b>	<b>CUC Grand Total</b>		<b>18</b>

**Chart II LU Transferable Courses**

Liberian Studies Proposed Courses			University of Liberia Based on 2000 Catalog		
Course Number	Course Title	Sem. Hrs.	Course Number	Course Title	Sem. Hrs.
LS (410)	Culture, Identity, and Belonging	3	Anth. 302	Cultures of Liberia	3
LS (338)	Liberia and U. S. Relations	3	Pol. Sci. 360	Introduction to International Relations	3
LS (101)	Liberian Studies	3	Hist. 308	Topic in Liberian History	3
LS (102)	Liberia Before the 1800s	3	Hist. 311	A Survey of Liberian History	3
LS (337)	Liberian Government and Philosophical Thoughts	3	Pol. Sci. 351	Liberian government and politics	3
LS (336)	Liberian Politics and Government	3	Pol. Sci. 97	Liberia Policy Making	3
<b>LS Grand Total</b>		<b>18</b>	<b>LU Grand Total</b>		<b>18</b>

## Requirements for the Proposed Liberian Studies Major:

LS (100) Liberian Studies	3
LS (101) Liberia Before the 1800s	3
LS (102) Liberia After the 1800s	3
LS (103) Liberia 1800s – 1980s	3
LS (105) History and Migration of the Liberian Ethnic	3
LS (200) History of the Presidency	3
LS (215) Social History of Traditional and Popular Music	3
LS (224) 224 Liberian Folklores and Legends	3
LS (250) Traditional Healing and Medicine	3
LS (301) Traditional Institutions (Functional History of the Sande and Poro Universities and Others)	3
LS (311) Education Delivery & Methodology	3
LS (312) Liberian Languages	3
LS (315) Cultural Visions of the Liberian Revolution	3
LS (316) Liberian Oral History and Cultural Institutions	3
LS (320) Liberian Political Thought, pre-1822 till now	3
LS (336) Liberian Politics and Government	3
LS (337) Liberian Government and Philosophical Thoughts	3
LS (338) Liberia and U. S. Relations	3
LS (340) The Civil War	3
LS (342) The Role and Contributions of Liberian Women	3
LS (345) Conflict Resolutions; Traditional & Contemporary	3
LS (350) Issues in Diversity; Ethnic Pride, Class, Gender, Religion	3
LS (400) Environmental Politics	3
LS (401) Liberian Geography and Resources	3
LS (410) Culture, Identity, and Belonging	3
LS (415) Environmental and Occupational Safety & Health	3
LS (418) Citizens Rights Under the Constitution	3
LS (420) Liberian Military and the Public	3
LS (425) The Health of the Nation	3
LS (428) Americo Liberian Cultures	3
LS (430) Leadership and Responsibility I, II,	3

### LS Concentration Description

#### LS (100) Liberian Studies

This course serves as a mandatory and an introduction to Liberian Studies for all students entering college and universities. As such, it not only presents the very essence of what Liberia is but it also presents the major themes and issues in a new and growing interdisciplinary field of scholarly research and cultural production. The primary objective of the course is to engage students and professionals with selected aspects of the emerging canon of scholarly literature in Liberian Studies. This course could also be offered or made available to foreign diplomats training and provide many opportunities for students and diplomats to link personal experiences to the larger collective facts of "Liberianism," from the local to the global. As an interdisciplinary field, Liberian Studies encompasses a wide range of topics and theoretical approaches. The exploration of the field will involve food, music, history, cultural, religion, politics, customs, tradition, history, environmental and occupational safety & health, music, psychology, sociology, recreations, economics, literary texts and films. The course will shed light not only on the multi-faceted nature of the Liberian experience, but also on the conflicting and simultaneous trends within the field of Liberian Studies.

#### LS (101) pre- Liberia Before the 1800s

The course is designed to cover pre Liberia, the period of European discovery, trading, conquest and settlement, Egyptians, Dutch, English, Spanish and Indigenous civilization in pre-Liberia and the repatriation movements which led to the foundation of Liberia. The early national and modern period will be surveyed especially noting the historical

development of Liberia in America. The interested student should gain a solid perspective about the complex origins and development of Liberia.

#### LS (102) Liberia After the 1800s

Liberian History before 1800s is the first part of a two part survey of Liberian history from the founding of the first permanent by freed Negroes settlements in West Africa before the 1880s.

#### LS (103) Liberia 1800s-1980s

This core curriculum course will introduce students to major themes in the political, economic, and cultural history of Americo-Liberian settlement and the Civil War. The first third of this course will examine the conflict between American powers in the settlement of West Africa, the cultural perception and interaction of Europeans and indigenous Liberians, the advent of slavery in the colonies, and the ascendancy and demise of Americo-Liberian power. The second third of the course will examine how those colonial legacies shaped the nation's founding, development, and expansion. The final third of the course will analyze the onset of sectionalism, the Civil War, and Reconstruction, focusing on the causes of the war and its consequences on all aspects of Liberian society.

#### LS (200) History of Liberian Presidents and Vice Presidents

This course analyzes the development and modern practice of presidential leadership in Liberia. Students will examine the creation and development of the presidential and VP offices, the process of presidential and Vice Presidential selection, and presidential and Vice Presidential decision making in various policy arenas. The student will emphasize the interplay between individual presidents and the presidency as an ongoing institution, and presidents' interaction with other parts of government, with organized interests, the press, and the public.

#### LS (105) History and Migration of the Liberian Ethnic

Who are the Liberian people? Where did they come from? Why are they so alike? How did they meet to build a nation called Liberia? This is designed to answer these questions and many more as well as the migratory patterns of each ethnic groups of Liberia.

#### LS (215) Social History of Traditional and Popular Music

This course is general introduction to the study of Liberian music; ethnomusicology and the universe of music; classification and symbolism of musical instruments; the processes of musical innovation and acculturation in Liberia; and the impact of technology and the communications media on contemporary musical styles in Liberian cultures.

#### LS (224) Liberian Folklores and Legends

In this course, students explore Liberian beliefs regarding spirits and the divine, and the interaction between the human and the spirit worlds, gain a knowledge of Liberian beliefs regarding spirits and deities, and to be able to apply this knowledge in the reading of traditional and contemporary tales and practices, to achieve an understanding of Liberian world view regarding the boundaries between this world and the other world. Students will also be able to analyze how these are reflected in the topography and liminality found in folklore; gain an understanding of the ideology of ethnography and its role in nation-building and national identity and understand that Liberia is composed of many "traditions," both regional and national, old and new, and be able to recognize the marginalization of certain groups of people which often occurs in the development and construction of

"tradition." Finally students will learn proverbs of various Liberian ethnic groups as an educational or public speaking tool, cultural and historical settings as well as within their literary setting with attention to critical and hermeneutical problems.

#### LS (250) Traditional Healing and Medicine

An interdisciplinary approach to exploring the theme of healing, incorporate an experiential dimension, an historical and theological dimension and implications for medicinal practice.

#### LS (301) Traditional Institutions (Functional History of the Sande and Poro Universities and Others)

This course will explore current debates as they pertain to the complex and multi-faceted relationships between the Poro and Sande Universities and other social institutions. They will examine the ways in which traditional systems assist in both maintaining and changing the existing social order and even examine how change in social institutions is a function of the changing power relationships within and between social institutions. In sum, they will look at some of the history, myths and efficacy of how that larger social order, in turn, affects social institutions.

#### LS (311) Education Delivery & Methodology

This course examines curriculum, methods, and materials designed to facilitate the acquisition of academic and functional skills within the context of an educational program for adolescents and young adults with mild to moderate disabilities. Skill areas include functional academics, speech and language development, consumer education, personal and social adjustment, family living and recreation and leisure time activities. This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

#### LS (312) Liberian Languages

This course is an introduction to the languages of the world from geographical, historical, social, and psychological perspectives. To acquaint students with the diversity of language in Liberia; to present a survey of the language families of the nation and to trace their historical development to their present status; to impart basic general information regarding linguistic structure, morphology, syntax, phonetics and semantics; to point out the linguistic interrelatedness of many diverse cultures in Liberia.

#### LS (315) Cultural Visions of the Liberian Revolution

The Liberian Revolution remains one of the crucial events of modern Liberian and world history; for over 25 years, it has been praised and ridiculed, and debated. This class will introduce students to the dramatic events which saw the end of Old Regime Liberia through the displacement of the Americo-Liberian government as the source of authority; the dismantling of the political and social system; and the overthrow of a 125-year old monarchy. This course proposes not merely a narration of the events of the Revolution and counter-revolution but also an in-depth exposure to primary sources - texts, images, and songs of the period. Furthermore, we will engage with the rich and sophisticated historiography of the Revolution, which has made the topic a matter of contemporary debate around the world. This course then will give students not only a greater understanding of a crucial transformation in Liberian history, but also of why that event remains relevant and crucial, even in twenty-five years.

#### LS (316) Liberian Oral History and Cultural Institutions

This course introduces students to the literature and theory of oral history and trains them in related fieldwork methodologies. Oral history as a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life will be emphasized. Students will learn the oldest type of historical inquiry, predating the written word, and the role groits, is this spelled correctly Zoe, Poro and Sande political and cultural institutions play in preserving Liberian history. Student enrolled in this class must have a tape recorder and be a member of The Oral History Association to Liberia which is established to bring together all persons interested in oral history as a way of collecting human memories. Students will conduct one life-history interview with an elder relative or friend, that focuses heavily on historical experiences.

#### LS (320) Liberian Political Thought, pre-1822 till now

The aim of this course is to introduce students to the history of Liberian political thought; beginning from the pre-1822 till now. Though it may seem contradictory for one to talk about Liberian political thought and yet begin from pre-1822, the idea is to introduce to the students the thoughts that helped to shape the formation of Liberian and subsequently Liberian politics. Liberia emerged out of a bitter struggle to end slavery in America and during this period of abolition, there were black thinkers, some of whom either opposed or supported the repatriation project that led to the formation of Liberia. Their thoughts are important in the sense that they shaped early Liberian politics. In addition, since the arrival of the settlers in 1822 there thinkers whose political thoughts are not considered in Liberian studies; many of these people were Liberians living in the country; and black Africans in America who were still concerned about the first African Republic; studying the thoughts and writings of these individuals is important in tracing the thought processes that influenced contemporary Liberian politics. The course will be sub-divided into three main periods: Political thoughts in pre-Liberia (before 1822); political thought, 1822 to 1971; and political thought 1971 till now. Each of these period produced political figures whose thinking influenced political developments in the country.

For example, the political writings of people Edward Blyden, Alexander Crumwell, Paul Cuffe, Didho Twe, Hilary Teague, Albert Porte, Togba-Nah Tipoteh, Amos Sawyer, H. Boima Fahnbulleh, Marcus Garvey, William E.B. Dubois, Jr, Dew Tuan-Wleh Mayson, Baccus Matthews, etc. will be studied and critically analyzed.

The main objectives of the course are both subject specific and general. It will lead to development of oral skills through general seminar discussions; essay writing, examinations and research skills. This is important because of the large of amount of contradictory works the students will need to read, assess and analyze. In terms of subjective specific, at the end of the module, the students should be able to discuss the followings: broader history of Liberian political thought; assimilations versus integrationism; developmentalist state versus minimalist state; modernism versus African cultural traditions; and other related issues.

#### LS (336) Liberian Politics and Government

This course is an introduction to Liberian government. It designed to provide the student with an opportunity to acquire a sound knowledge and understanding of the principal features of Liberia's Constitutional Democratic Republic, the division and distribution of political power within the governmental system, and the major institutions and processes of Liberian national government and politics. In addition to acquiring this basic knowledge and understanding of the Liberian polity and the capacity to intelligently articulate the same, the student is expected to develop and utilize the ability to think critically and analytically in his or her examination of and reaction to political phenomena.

#### LS (337) Liberian Government and Philosophical Thoughts

This course will explore a field which has been variously called Liberian political thought, political theory and political philosophy. Normative political thought deals with questions of ethics, justice, the good life and the best--and worst--political regimes. The student will learn the main principles of Liberian philosophical thought and their influence on Liberian government. (What political philosophers influenced the development of the Liberia government?) To identify the principles of democracy as expressed in traditional Liberia, and how those principles were realized or negated throughout Liberia's history. The importance of civic responsibility and the student's role in the community will be impressed upon the student. (Why should you participate in government? How can you participate in government?)

#### LS (338) Liberia and U. S. Relations

This course requires the student to consider the big picture of Liberian Foreign Relations, making connections between several topics. In an effort to fully comprehend events of this period, they sometimes seek these events' antecedents in periods prior to the twentieth century. Thus, their study of Liberia includes colonialism, independence movements, evolution of political systems, economic development, international relations and foreign policies, key national leaders and movements, indigenous peoples and minorities, and women.

#### LS (240) The Civil War

This course is a survey of the political, military, constitutional, economic, and social events of the American Civil War. Students will study the leaders and events that led Liberia down the road to Civil War. Students will analyze the politicians and commanders who would rise to power during the war, their successes and failures, and how these individuals influenced the outcome of this defining struggle in Liberian history. A particular area of study will include the 1980 Revolution, where we will study the men whom shaped that bloody struggle as well as its overall importance to the course of the war. In addition, students will study the impact of the war on a single community in Liberia, studying the child soldiers, women soldiers. Finally, students will examine the postwar period of Reconstruction, its purpose, its successes, and its failure.

#### LS (342) The Role and Contributions of Liberian Women

This challenging course in the study of women in Liberian society approaches feminist issues with an eye to their historical development and the relationship of women's contributions to the current transformation of their nation

#### LS (345) Conflict Resolutions; Traditional & Contemporary

This course is an introduction to learning practical skills for understanding and resolving personal conflicts. It is designed to introduce conflict resolution methods for national conflicts. It looks at the dynamics of conflicts, why they have conflicts and on what levels. The importance of understanding the difference between intrapersonal and interpersonal conflicts is also discussed, as is the use of communication during conflict. The course teaches some skills in self-awareness and positive communication, which are important for understanding the role they play in conflicts. It also has a range of exercises that are designed to create a greater understanding of how conflicts emerge and how to understand and look for the deeper meanings behind a conflict. It looks at how to analyze a conflict and develop mutually beneficial resolutions by using a range of methods and techniques. It provides tips on how to handle difficult people and how to determine when a conflict cannot be resolved.

#### LS (350) Issues in Diversity; Ethnic Pride, Class, Gender, Religion

This course will offer an introductory overview of the great variety of human differences. To be different from something, normal must exist. Often what is normal is not noticed or is invisible. This course will begin by considering the unmarked normal and the privileges that give the normal its power. Some differences can be seen and others are invisible. Because the variety among human beings is endless, they can not study all differences, but will study a sampling such as disability, class, race, sexuality, gender culture, language, learning styles, and religion. For each difference, they will consider how it is visible or not, and the way power and privilege play out. While aspects of our culture tend to homogenize us through television, clothing ads, and fast food, they will discover that they are not all the same.

#### LS (400) Environmental Politics

This course attempts to capture some of the complex issues related to evolving environmental politics. Includes an environmentalist critique of neo-classical economics, discussion and critique of cost-benefit analysis, attention to specific environmental issues, such as the greenhouse affect, deforestation, rubber plantation, mining and major rivers pollution. Details the contributions of logging to environmental deterioration will be emphasized. Other topics are: religion, spirituality and the politics of race, class, and gender; environmentalism and emerging technologies/modernization.

#### LS (401) Liberian Geography and Resources

The objective of this course is to challenge students to think critically about the geography of resources and resource use, the relationship of humans and their institutions to the environment. Students are expected to develop an understanding of various perspectives, both current and historical, on the nature of resources, how they are used and managed, how their use and management is regulated as well as the ethical and policy implications of these various perspectives.

#### LS (410) Culture, Identity, and Belonging

This course looks at the commonality of the Liberian people and their cultural attributes that make them distinct people are emphasized.

#### LS (415) Environmental and Occupational Safety & Health

In this course, the relationship of the Liberian people to their environment, how it affects their physical well-being and what they can do to influence the quality of the environment and to enhance the protection of their health are emphasized: Emphasis on environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical and physical materials in their environment; Effects of exposure to chemical, physical, and biological agents, embracing the community and workplace environments. Course will involve analysis of current issues, using specific cases from recent literature as basis for classroom discussion and written assignments

#### LS (418) Citizens Rights Under the Constitution

This course explores the development of the Liberian Constitution since its foundation. Students will research or settle some of the nation's most troubling Constitutional and citizens issues, but it raised others. The major Constitutional questions since the Civil War have been, who are citizens of Liberia? What rights do they have under the Constitution? Who should protect these rights? What powers should the different branches of government have? How can these powers be exercised, and how can they be controlled?

#### LS (420) Liberian Military and the Public

This class examines military intervention in civilian politics. The course will cover what military and civilian relations, the role of the foundation of the military justice system, compare the military and civilian criminal justice systems, analyze military crimes, need to establish court-martial process and examine the law of war. The student should, upon course completion, be able to explain how our current military justice system has not evolved, how it presently operates, current problems and concerns as well as how it might be improved.

#### LS (425) Health of the Nation

Diseases have been a recognized phenomena national underdevelopment, especially HIV/AIDS. Their impacts continue to be widespread and profound, raising a number of important questions at various levels of analysis. Has sex changed in Liberia? Have concerns about health and personal safety shifted for Liberians? How have AIDS and other disease impacted the way we see ourselves and others? This course will offer explorations of HIV/AIDS and other diseases from a variety of perspectives, including its biology and pathology, its impact on the health of the nation, and communication and sexual practices among the general populace

#### LS (428) Americo-Liberian History

This course will examine various aspects of American influence in Liberian culture. This course is not designed, however, to provide the "right" answers, assign blame or guilt, as much as it is intended to make the student think *critically* about the issues involved with emphases on one nation one destiny.

#### LS (430) Leadership and Responsibility I

This course provides the critical element of analytical and intellectual examination and reflection of certain core issues in the practice of leadership. These objectives will be achieved through open discussion, honest self-assessment, experiential exercises, and observation of real-life leadership practices. What is valued in this course are honest relationships and dialogues, risk-taking, dedication to the topic of leadership, initiative, and exploring the confusion and gray areas involved in these topics.

### **Rational for Peace Education Concentration in Liberian Higher Institution of learning**

Never has the peace and security been so important - or so complex the last 14 years of civil wars as our nation moves to re-building itself must be a nation-wide recognition of the central role peace education can play in building divided Liberia. The graduates of the program will be the trendsetters of peace and violence prevention. For the most part, conflicts no longer impact only on the military forces its main victims are largely civilian non-combatants - particularly women, children and the aging. Our nation is no stranger to the human costs of conflicts and the wounds the civil wars inflicted on the attitudes of the Liberian people. This re-enforces the necessity of developing a Culture of Peace which will entrench within our society the values, the attitudes and the bonds of common interests, which transcend the differences from which conflicts arise.

Peace is not a static concept particularly when the status quo entrenches continuing inequities, injustices and tyranny. Peace is much more than the absence of war. We live in a nation or world in which gross inequities and imbalances continue to deprive major portions of our nation's population of the benefits which our national resources make possible. The fact that Liberian are less than 3 million and blessed with wealth but its citizens are poor and deprived is an unsustainable paradox which challenges the moral basis of our nation. Redressing the gross imbalances and inequities to which this gives rise is an indispensable pre-requisite to sustained and sustainable peace and the primary challenge for the upcoming 4<sup>th</sup> republic.

Therefore, a BS Degree in Peace Education is proposed as an underpinning element of the Liberian Studies program designed to train such individuals. The program will build the capacity of Liberian sons and daughters and friends of Liberia to contribute to educational, social, and cultural change through peace education. It is designed to enable participants to effectively engage in peace education at all levels, from the design of educational policy to the development of effective and culturally relevant peace education initiatives to the actual skills of teaching for peace both in and out of the classroom. By providing students with the practical skills and knowledge needed to make positive impacts on formal and non-formal educational systems, the BS curriculum will enable students to contribute to educational development and reform within broader social and cultural contexts. Students will gain the tools needed to achieve real-world peace-making and peace-building outcomes.

The center-piece of the proposed curriculum is the project development process. While participating in the BS curriculum, peace education students will work on the development of an educational project that will be immediately applicable in an educational and societal setting of the student's choosing.

Through an intense examination of the critical issues in contemporary peace studies, the BS in Peace Education is designed to provide students with a comprehensive understanding of the "what" of peace education. The focus of the curriculum is to then bring the "what" of peace education to bear on the "how". With this focus on informed practice, individuals will obtain the knowledge and skills necessary to bring the mechanisms of education to bear on the challenge of achieving peace.

## Core Courses for Peace Studies and Military Studies Majors

LS (100) Liberian Studies	3
LS (101) Liberia Before the 1800s	3
LS (102) Liberia After the 1800s	3
LS (103) Liberia 1800s – 1980s	3
LS (105) History and Migration of the Liberian Ethnic	3
LS (200) History of the Presidency	3
LS (215) Social History of Traditional and Popular Music	3
LS (224) 224 Liberian Folklores and Legends	3
LS (250) Traditional Healing and Medicine	3
LS (301) Traditional Institutions (Functional History of the Sande and Poro Universities and Others)	3
LS (312) Liberian Languages	3
LS (315) Cultural Visions of the Liberian Revolution	3
LS (316) Liberian Oral History and Cultural Institutions	3
LS (320) Liberian Political Thought, pre-1822 till now	3
LS (336) Liberian Politics and Government	3
LS (337) Liberian Government and Philosophical Thoughts	3
LS (338) Liberia and U. S. Relations	3
LS (340) The Civil War	3
LS (342) The Role and Contributions of Liberian Women	3
LS (345) Conflict Resolutions; Traditional & Contemporary	3
LS (350) Issues in Diversity; Ethnic Pride, Class, Gender, Religion	3
LS (401) Liberian Geography and Resources	3
LS (410) Culture, Identity, and Belonging	3
LS (418) Citizens Rights Under the Constitution	3
LS (420) Liberian Military and the Public	3
<b>Total Credits</b>	<b>75</b>

## BA in Liberian Studies (Peace Education Concentration)

Credits

LPS-102 Human Rights, Governance and Democratization	3
LPS-205 Research methods for Project Development	3
LPS-210 Peace Education: Theory and Practice I	2
LPS-218 Peace Education: Theory and Practice II	3
LPS-220 Cultures and Learning - from Violence towards Peace	3
LPS-225 Peace Education Seminar	3
LPS-301 The Psychology of Violence and Peace	1
sub-total	18
Credits	
LPS-310 Educational Systems and Educational Change I	3
LPS-312 Sustainable Development Education	3
LPS- 315 Educational Systems and Educational Change II	3
LPS- 318 Peace Project Development Workshop	3
LPS- 320 Peace Education Seminar II	2
LPS- 325 Language, Media, and Peace Education	1
sub-total	15
Credits	
LPS-340 Education for Conflict Transformation and Peace Building	3
LPS-412 National Peace Education Seminar	3
LPS-417 National Project Development Report	1
LPS-420 National Peace Project Development Report	5
sub-total	12
<b>Total Credits</b>	<b>45</b>

## LPS Concentration Description

### **LPS-101 Introduction to Peace Studies**

The Introduction to Peace Studies course should be the common element of Liberian higher institutions of learning curricula. It establishes the core issues, insights, and debates within peace studies as an integrated and interdisciplinary field of research. It reviews a range of theories in order to provide students with the conceptual tools necessary to effectively analyze the various dimensions of contemporary conflicts occurring at different levels. Through a systematic exploration of the complexity of conflicts and their causes, the course introduces students to the immense challenges that exist for peace. Nevertheless, there are many options for those committed to the furtherance of peace, and the course concludes by examining several of these approaches.

Through the exploration of these themes, students will be encouraged to develop their understanding of the connections that can be drawn between the various topics they will encounter through their other coursework. The larger goal of the course, then, is to provide students with a rubric for integrating diverse topics, readings, and information from various disciplines and bringing them to bear on the crucial challenges and dilemmas facing those working for peace and nation like Liberia that couldn't find one.

### **LPS-102 Human Rights, Governance and Democratization**

The first part of the course will provide an introduction to the conceptual and legal underpinnings of human rights and humanitarian law. Special attention will be paid to the application of human rights norms and humanitarian law in situations of internal violent conflict. The second part of the course will examine the achievements and problems of democracy and governance since the end of the Cold War, reviewing differing forms of representative democracy and participatory development, relations between democratic politics and democratic institutions, and the increasing role of non-state actors. Reference will also be made to the impacts of globalization in relation to the spread and consolidation of democratic principles.

### **LPS-205 Research Methods for Project Development**

This course will provide students with a variety of design, development, and research tools and skills for developing and evaluating programs in Peace Education. It will operate fundamentally in a workshop format, with the aim of supporting students in planning the development of their individual educational development projects. It will also provide an opportunity to creatively begin adapting the learning gained from other courses into each student's educational development project.

### **LPS-210 Peace Education: Theory and Practice I**

Students will learn about the visions, paradigms and conceptual frameworks of educators and educational movements for peace at all levels of life across various regions of the world. The multiple strands and dimensions of peace education, encompassing education for disarmament, local/global justice, human rights, inter-cultural solidarity, environmental care and inner peace, will be clarified in both historical and contemporary contexts. Students will also familiarize themselves with key pedagogical principles of educating for peace, encompassing holism, dialogue, values formation and critical empowerment or "conscientization". The course then begins to examine didactic issues of two of six themes within a holistic framework of peace education, namely:

- educating for dismantling a culture of "war" (micro/macro levels), which includes problems and issues of direct violence and strategies of active non-violent resolution of such conflicts; and

- educating for living with justice and compassion, which focuses on the realities of structural violence, especially in relation to paradigms of development and globalization, and alternative relationships and structures for national and global justice?

### **LPS-218 Peace Education: Theory and Practice II**

Students will examine didactic issues of four other themes within a holistic framework of peace education, namely:

- knowledge and skills of promoting human rights;
- educating for inter-cultural solidarity, whereby cultural diversity is respected while the values and principles of a common humanity are fostered;
- educating for environmental care, which recognizes the inter-connectedness of all beings and planet earth, and suggests alternatives to build sustainable futures;
- educating for personal peace, which highlights the urgency of values, attributes and skills to work for building social and environmental peace.

### **LPS-220 Cultures and Learning - from Violence towards Peace**

This course focuses on the assumptions that humans can learn and change their acquired violent behaviors and beliefs and that human violent behavior is mostly transmitted from one generation to another via cultural means of socialization. The course also aims to develop understanding of the role of cultural, ethnic, religious, gender, linguistic, vernacular, and other forms of sub-identities in creating peaceful environments. Students will learn concepts and frameworks to analytically link the different forms of violence in society with gender-based and ethnic violence. In addition, the course will explore gender-based initiatives to reduce violence in society and promote values and practices of peace. It explores creative ways to handle 'difference' as a central assumption in Peace Education.

### **LPS-225 Peace Education Seminar**

This course focuses on an ongoing seminar throughout the curriculum, which provides students an opportunity to relate peace studies content to peace education, to foster skills practice and reflection, and to assist in the building and strengthening of the learning community.

### **LPS- 301The Psychology of Violence and Peace**

This course provides an introduction to current contributions of psychology for understanding human aggression and violence. Topics will include the psychology of aggression and violence, including domain specific and general theories of aggression; theories on the development and persistence of aggressive personality from childhood onwards; inter-group relations theories, such as social identity theory, will be considered in explaining the interaction between intra-personal determinants of aggression and violence with social and cultural factors in phenomena such as genocide, ethno-national conflicts, urban youth violence and other forms of intrastate violence; and interpersonal conflicts, such as domestic violence and school violence. The contributions of psychology to peace will include the following topics: the development of pro-social personalities from childhood onwards, the promotion of tolerance, the cessation of violence, the promotion of non violence, dealing with trauma during and after ethno-political conflict, reconciliation, giving voice to children's perspectives on peace. The educational implications of all of these topics will be a constant element of consideration.

### **LPS-310 Educational Systems and Educational Change I**

The purpose of this course is to nurture analytical skills for educational reform by developing familiarity and understanding of the role of education in society, the social and political organization of educational systems (formal education) in various national and cultural contexts, and their relationship with informal learning. A critical topic will be the relationship between educational systems, nationalism and militarization. Skills will be fostered for the analysis of educational systems and organizations in terms of their mission, structure, strategy, culture, and history. Finally, general strategies and policies for educational reform will be studied, with particular emphasis on the promotion of peace education.

### **LPS-312 Sustainable Development Education**

This course combines foundational knowledge and deepens educational specialization in the crucial area of sustainable development. Its overall purpose is to develop a sound understanding of the relationship between worldwide economic development trends, environmental constraints and conflicts, and of the potential avenues for constructing a more peaceful and sustainable world economic order. Themes include: human development within a framework of ecological economics; development, under-development, and inequality; (inter-) dependence and (in-) justice in the distribution, use and control of natural and human resources; the political economy and the nature of liberal economics and economic disparity; environmental security as a vital component of a peace system; environmental factors as causes of conflicts, violence, and wars; environmental factors in refugee and migration flows. This serves as a framework for considering the role of education in preventing and managing conflict through the promotion of sustainable development policies and lifestyles. Key themes include: poverty alleviation and gender equality; sustainable production and consumption; biodiversity, fresh water management, environmental conservation and protection, rural and urban sustainability, and health promotion.

### **LPS-315 Educational Systems and Educational Change II**

This course focuses on practical strategies and tools for promoting peace education in formal educational systems, as well as community settings. Topics include the introduction of peace education into curricula and materials development; school system reform: roles, accountability and politics; teacher education and training strategies: pre-service and in-service; movements and organizations supporting educational reform (NGOs, teachers' and parents' organizations); the relationship between schools and other community and cultural organizations (the media, religious organizations, the arts, the health sector, etc.) in cooperation for the promotion of peace education; advocacy strategies and skills for educational reform, emphasizing strategies for motivating teachers and education officials for change; and the use of information technology and networking.

### **LPS-318 Project Development Workshop**

This workshop will provide an opportunity to further the creative adaptation of the learning gained from other courses into each student's educational development project. It will also support students in the application of the systematic methods of program development and the application of different techniques of research methods, planning, and design for advancing their projects.

### **LPS-320 Peace Education Seminar**

This course is a continuation of the ongoing seminar, to provide students an opportunity to relate peace studies contents to peace education, to foster skills practice and reflection, and to assist in the building and strengthening of the learning community.

### **LPS- 325 Language, Media, and Peace Education**

Language, Media, and Peace will provide a critical methodology for recognizing how language communicates and reinforces ideologies that sustain social institutions and practices antithetical to a culture of social and ecological peace. It will also provide an overview of how language can contribute to the escalation or de-escalation of conflict and consider language policies in education to determine whether and, if so, how they violate linguistic rights and promote inequality. Integral to the presentation of these aspects of language use will be the role of the media, specifically its potential for reinforcing ideologies and creating a climate that promotes violence. Finally, opportunities will be provided to apply the knowledge about the above aspects of language use to the development of methods and materials that will incorporate these perspectives on the role of language in social life into peace education.

### **LPS-340 Education for Conflict Transformation and Peace Building**

This course will provide a basic understanding of the nature of protracted social conflicts as a framework for appreciating the role that education can play in conflict management and transformation. It will provide practical skills development in defining goals, strategies and pedagogical principles for developing peace education in these contexts. The course will stress innovative approaches for introducing the principles of non-violent strategic action and conflict intervention into various formal and informal educational settings, and actual hands-on training in designing and integrating non-violent action and conflict intervention in personal, professional, and social settings. Disarmament education, particularly in relation to small arms, is a topic that will also be studied. Finally, attention will be given to the role of education in the prevention of violent conflict.

### **LPS- 412 Peace Education Seminar**

This course examines ongoing seminar conclusion. It also serves a capstone synthesis role, as well as continues to provide students with an opportunity to relate peace studies content to peace education, to foster skills practice and reflection, and to assist in the building and strengthening of the learning community.

### **LPS- 417 Project Development Report**

Given that the main purpose of this program is to develop leadership and skills for education reform, the overall learning of the Program will be evaluated through a Project Development Report. The Report will contain all of the key elements for the realization of an action plan for a substantive educational reform project.

## BA in Liberian Studies (Military Studies)

The Military Studies Curriculum mission is to educate, train, and inspire sons and daughters of Liberia so that each graduate is a commissioned leader of good character committed not only to the values of duty, honor, and to the nation but for his/her professional growth throughout a career as a servant and a lifetime of selfless service and protector of his nation and people. One of this program's tenets is respect for democracy and to eliminate "Government gave me—government not gave me English", which has contributed "recruiting from the student" and not educating the nation's military personnel. To this end, the Military Studies Curriculum advocates the "whole person" concept, which is geared toward developing the Liberia's future leaders by immersing the sons and daughters in program of academic, military, and physical development. This program is also rooted in principles of ethical-moral development, epitomized by the curriculum created motto, "Civilian Military Alliance-One People, One Destiny, One Nation."

The curriculum provides sons and daughters of Liberia with opportunities to observe and practice leadership and to develop vital intellectual and interpersonal skills through formal instruction. Thus, honor code is as follows: "A soldier will not destroy his/her nation, kill his/her brothers and sisters, lie, cheat, steal, take side in national conflict, overthrow the government, or tolerate those who do. The code is a source of pride and mutual trust essential in the profession of arms."

### Core Courses for Military Studies Majors

LS (100) Liberian Studies	3
LS (101) Liberia Before the 1800s	3
LS (102) Liberia After the 1800s	3
LS (103) Liberia 1800s – 1980s	3
LS (105) History and Migration of the Liberian Ethnic	3
LS (200) History of the Presidency	3
LS (215) Social History of Traditional and Popular Music	3
LS (224) 224 Liberian Folklores and Legends	3
LS (250) Traditional Healing and Medicine	3
LS (301) Traditional Institutions (Functional History of the Sande and Poro Universities and Others)	3
LS (312) Liberian Languages	3
LS (315) Cultural Visions of the Liberian Revolution	3
LS (316) Liberian Oral History and Cultural Institutions	3
LS (320) Liberian Political Thought, pre-1822 till now	3
LS (336) Liberian Politics and Government	3
LS (337) Liberian Government and Philosophical Thoughts	3
LS (338) Liberia and U. S. Relations	3
LS (340) The Civil War	3
LS (342) The Role and Contributions of Liberian Women	3
LS (345) Conflict Resolutions; Traditional & Contemporary	3
LS (350) Issues in Diversity; Ethnic Pride, Class, Gender, Religion	3
LS (401) Liberian Geography and Resources	3
LS (410) Culture, Identity, and Belonging	3
LS (418) Citizens Rights Under the Constitution	3
LS (420) Liberian Military and the Public	3
<b>Total Credits</b>	<b>75</b>

## BA in Liberian Studies (Peace Education Concentration)

LMS-101 Introduction to Citizen/Soldier	3
LMS- 201 Ethics	3
LMS- 205 Interpersonal/Small Group	3
LMS- 210 Leadership and Society	3
LMS- 215 History of War	3
LMS- 217 The Military and Civil War in Liberia	3
<b>LMS-218 Military Education, Human Rights, Democratic Governance</b>	<b>3</b>
LMS- 401 Economic Causes of Civil War	3
LMS 410- Causes of civil war	3
LMS 415- The role of Political institutions	3
LMS 420- Conflict Prevention	3
LMS- 500 Leadership Studies Capstone	3
LMS 5001 Civil Project	9
<b>Total Credits</b>	<b>36</b>

### Military Studies Concentration Description

#### **LMS-101 Introduction to Citizen/Soldier**

This course introduces the mission, organization and history of the military and civilian obligation in relation to National Security. Leadership Laboratory training to include through indoctrination in military courtesy and customs of the service, drill experience, development of initiative, self-confidence, nationalism and patriotism

#### **LMS- 201 Ethics:**

Ethics, as a discipline, is the study of how people should and do behave -- towards each other, towards themselves, towards objects of moral value -- and the study of assessments of whether their behavior is right or wrong, good or bad. In its more mundane forms, it is concerned with deciding well what to do next. In its descriptive aspect, it is tasked to present the facts, suppositions and inferences of how people are acting and have acted. In its normative aspect, it is tasked to offer advice on how best to act, how to act better, how not to act so poorly, and how to think on such things. The relevance of ethics and ethical decision making, interpersonal and leadership skills required of Army officers will be emphasized.

#### **LMS- 205 Interpersonal/Small Group**

These courses examine the relationship between a leader and a small group. More specifically, course content emphasizes the direct influence the leader has on the individual members of the group, and the dynamics between the group and the leader in terms of the interpersonal relationships that are likely to arise within groups.

#### **LMS- 210 Leadership and Society**

This course provides an in-depth and critical assessment of various approaches to the roles that power, authority, leadership, and influence play in society. It studies the functioning of power in the social structure and contrasts that with the roles of authority and influence in culture. Leadership is studied in the linkages between structure and culture where values and institutions crucially intersect. The impact of leadership within various social institutions and across cultural, structural, and individual levels of interaction is examined. Its contributions to maintenance, change, and cohesiveness of communities and society- at-large is also studied. Students must read, report, and critique texts, research and debate issues, interview community leaders, and contextualize the contributions these leaders make.

### **LMS- 215 History of War**

This course will survey the history of Liberian Civil wars; the military, civil institutions that have been created to protect the people as a machine of destruction.

### **LMS- 217 The Military and Civil War in Liberia**

This course is a survey of Liberian military history and the interaction between society and military institutions from 1800 to the present. The course will study the interrelationships of civil conflict and the usage of the military and society in Liberian history.

### **LMS-218 Military Education, Human Rights, Democratic Governance**

This course attempts to focus attention and facilitate constructive dialogue with the military, policy community and civil society on the link between human rights, peace, democratic governance and sustainable development in post-war Liberia as the foundation for fostering a culture of human rights and peace.

### **LMS- 401 Economic Causes of Civil War**

This course looks at the impact of military spending on economic growth and development. How the costs of the armed conflicts are extremely horrific, and in many cases wars wiped out the achievements of decades of economic and social development will be emphasized. Students will learn about the armed conflicts, economic causes of civil war and their impact on national development, immense social costs and trauma, as well as serious environmental damage.

### **LMS 410- Causes of civil war**

This class is designed to answer the question: why this moment of history came in Liberia. Emphasis is on the social and political causes of civil war a crucial issue as a distinction between ethnic and revolutionary civil wars. In this paper we concentrate on ethnic civil wars and we argue that the main factors causing them are social and political characteristics.

### **LMS 415- The role of Political institutions**

This class analyzes is the political characteristics that can prevent or promote civil wars. The role of repression as a political characteristic that can affect not only economic development but also civil wars will be emphasized. Student will look at the structure of Liberian political system an important mechanism that can affect the probability of civil war in a democratic system.

### **LMS 420- Conflict Prevention**

The course delves into how peace starts with Liberians and analyzes the unrealistic expectation of international development and communities to prevent conflicts from occurring. The underlined causes of civil wars in developing countries, promoting growth, poverty alleviation, environmental conservation, and control of population growth, equitable distribution of economic and natural resources and development assistance, public sector reforms and retrenchment including the military sector, fiscal reforms and fiscal decentralization and regional and rural development projects needed for grass-root communities' involvement will be discussed.

### **LMS- 500 Leadership Studies Capstone**

This course combines skills development and practical applications with the synthesis and integration of theories and concepts of leadership. The course provides students with the opportunity to observe, demonstrate, and apply socially responsible leadership on campus and in the community.

## **LMS 5001 Civil Project**

This course is designed to help the student research, design or practically engaged in "civil project" of social relevant. The student's advisor and chairperson of the program will development the format of the project.

## Proposed Dual Graduate Degree Program

### MA. IN Gender and Peace Building

### M.A. IN LIBERIAN STUDIES

The Master of Arts in Gender and Peace Building is a year ½ curriculum that has been designed to support women and men who participate in social, economic and political processes of change and who are interested in key issues of gender and peace building in Liberia. In addition, the degree responds to the demands and challenges faced by Liberian women seeking professionals working in governmental, multi-lateral or bi-lateral institutions, non-governmental organizations and private enterprises. Overall, the curriculum aims to involve men and women in the processes of peace with the clear understanding that conflict, violence and war have a variety of impacts upon men and women that, while comparable, are not the same.

The Master's Degree is built around a three-term timeline (two semesters and one full research term) and is based upon a series of intensive courses which are each three weeks in length. Each course focuses on the real-world application of theoretical debate through the presentation and analysis of case studies, experiences and "lessons learned".

Graduates of the Master's Program gain the ability to serve as gender trainers, to participate in peace negotiations and to solve problems from the gender perspective along with skills in research, data collection and critical analysis. They are also able to successfully design and implement gender and peace programs and development projects based upon a profound knowledge of the conflicts and struggles brought about by discrimination based on gender.

#### **Objectives**

1. To offer a graduate program that addresses the interface of the fields of Gender and Peace Building to students who are continuing their education and professional work in government, inter-governmental institutions, non-governmental organizations (NGOs) and private enterprises
2. To prepare qualified professionals to design proposals, carry out development programs, and evaluate projects from the gender perspective.
3. To graduate men and women who are highly qualified to actively participate in the prevention of conflict situations, the negotiation of peace and post-conflict reconstruction from the Gender Perspective.

#### **Themes**

The Master's Degree addresses the following topics from the Gender Perspective:

- Introduction to the Study of Peace and Non-violent Transformation of Conflict
- Introduction to Gender and Peace Building
- Qualitative and Quantitative Research Methods
- Cultures and Learning -- from Violence towards Peace

- Conditions of Exclusion and Strategies of Inclusion: Diverse Human Groups
- Peace Processes -- Conflict Analysis, Resolution and Transformation
- Human Rights, Democracy and Governance
- Economy and Development: Aspects of Gender and Peace
- A Gender Analysis of the Environment and Sustainable Development

### **Admission Requirements**

Admission to the Master's Degree is open to qualified students who have completed a bachelor's degree or equivalent at an accredited higher education institution and who demonstrate an active interest in the field of Gender and Peace studies.

### **The Gender and Peace Studies Department**

The proposed Liberian Studies Department underscores or embraces the idea that peace and gender equality are inextricably connected. By seeking to mainstream the gender perspective, the proposed Liberian Studies Department intends to inspire decision makers (in both the public and private spheres) to use gender as an instrument of analysis that will help them avoid any injustice or inequality based upon sex discrimination and encourage them to take advantage of the particular qualities that men and women possess when working to prevent violence, solve conflicts, or influence post-conflict environments. Through an educational strategy that targets civil society leaders and trainers, the proposed Liberian Studies Department encourages the formation of public policy measures, non-profit projects and development initiatives that recognize the importance of both sexes and the equality of rights.

#### LGS-6010

#### **Introduction to the Study of Peace and Non-violent Transformation of Conflict**

*3 credits*

This course offers an introduction to gender studies, basic concepts in peace and conflict studies, and elementary knowledge of non-violent struggle. Gender is treated as an important sub-field in international affairs and is fully integrated into the course's overview of peace and conflict studies and introduction to theories and methods of non-violent struggle. Fundamental debates in peace and conflict studies are examined. The vital link between gender and the building of enduring peace is considered. The strategic thinking which underlies the use of non-violent sanctions is explored, including principles and theories of power.

#### LGS-6011

#### **Introduction to Gender and Peace Building**

*3 credits*

The course analyzes the complex relationships between gender, violence and peace. The perspective proposed is that of political theory which will allow also for a detailed analysis of the specific relations of gender and power including but not limited to economic power. Gender, therefore, will be conceptualized as a signifier of power relations. The course will address masculinities and their relationship to structural oppression, dominance, violence especially that which is directed at women, and militarism, offering contemporary critiques of and research on

the masculine mystiques along with proposals for a culture of peace. Femininities will also be discussed. Gender specific peace proposals will also be evaluated as well as visions of women as agents instead of victims. Specific proposals for building a culture of peace will complete the course content.

#### LGS-6020

#### **Qualitative and Quantitative Research Methods**

*4 credits*

This course will develop students' theoretical knowledge and applied skills in conducting qualitative, quantitative and participatory research in the fields of peace building and conflict analysis and resolution, with a strong emphasis on gender issues and their cultural implications. The first quarter of the course will be dedicated to developing students' understanding of basic research concepts such as how to determine research questions, hypothesis, design samples and select a research approach. Issues and examples related to research ethics will also be covered in the first quarter. The second quarter of the course will focus on the design and implementation of qualitative research methods such as interviews, focus groups, case studies, and participatory approaches such as the Participatory Rural Appraisal (PRA). The third quarter will focus on quantitative research methods, survey design, data collection and analysis. During that third quarter, students will also receive practical training on data management and analysis using SPSS (Statistical Package for the Social Sciences). In the fourth quarter, students will learn about eclectic approaches to research, and will review various eclectic research designs. In addition, students will receive theoretical and practical instructions on evaluation research and grant writing. They will also put into practice their research knowledge and skills in multi-cultural small groups. Students will also develop, in collaboration with the instructor, their research projects. Finally, with guidance from the instructor, students will develop their Master's thesis.

#### LGS-6030

#### **Cultures and Learning - from Violence towards Peace**

*3 credits*

The major assumption of this course is that "Humans can learn and change their acquired behaviors and beliefs." Human behavior is mostly transmitted from one generation to another via cultural means of socialization (for example, militarization and education are essential institutions in this context). Categorization and identity labeling is one of these powerful means to establish boundaries and justify both violence and cooperative relationship.

This course aims to develop further understanding of the role of cultural, ethnic, religious, gender, linguistic, and other forms of sub-identities in creating a peaceful environment. Students will learn concepts and frameworks to analytically link the different forms of violence in society with gender based violence. In addition, the course will explore gender based initiatives to reduce violence in society and promote values and practices of peace. The course raises issues of awareness of biases, prejudices, and direct and indirect institutional discrimination that are often implicated in social and cultural forms of violence. The course also explores social and political arrangements which various societies have devised to deal with cultural and ethnic differences. Finally, the course examines the obstacles, as well as major accomplishments, of various organizations in integrating human and cultural values and practices of peace into their structures.

#### LGS-6040

#### **Conditions of Exclusion and Strategies of Inclusion: Diverse Human Groups**

*3 credits*

This course is a comprehensive, multidisciplinary course that focuses on the theory, models, modes, procedures and practices used by individuals, groups, organizations and states to exclude or include the 'other' from participating in peace building, nation building and conflict resolution. Such practices and ideals may be applied in transitional societies, complex humanitarian situations and conflict-stricken societies. A non-exhaustive list of groups that are excluded will be identified, examined closely and analyzed.

The course is designed to provide participants with the opportunities to engage in and build bridges between theory and practice and is intended for personnel who are tasked with the duty of bringing about peace and/or who are part of challenging conflict situations. It is essential to understand, have the ability to identify and incorporate insight on processes and ideologies used by 'excluders' in pre-conflict, conflict and post conflict situations. Such knowledge helps gender and peace-building practitioners in their work. To this end, the course is designed in a manner that will engage participants in a highly interactive learning environment that will also apply practical problem solving skills.

### LGS-6050

#### **Peace processes - Conflict Analysis, Resolution and Transformation**

*3 credits*

Conflict Resolution (CR) is itself an innovative approach to thinking and talking about conflict in ways that deconstruct the distinction between theory and practice, realism and idealism. CR has come under internal and external pressure, however, for its own dogmatism. It has experienced a call from the things that it leaves out of its analysis, by-passes by way of misplaced pragmatism, and otherwise under-theorizes, creating its own others of omission. CR, if it is to remain relevant must be open to calls from its own margins, particularly as CR claims to place the apparent marginalia at the center (e.g. focusing on the roots of conflict in addition to conflict behavior). In the first part of the course we will look at the CR approach to theorizing conflict, understanding its origins, the vocabularies for speaking of conflict in ways that "get to the heart of the issue", and focusing on the root causes. Then we will move on to a critique of what talking in these ways fails to say - and with what repercussions - about gender, power, privilege, and difference. The second part of the course addresses various responses to conflict. The third part looks at peace processes and the challenges presented by the concept of peace building.

### LGS-6060

#### **Human Rights, Democracy and Governance**

*3 credits*

This course on human rights will not be taught from the point of view an objective observer but from the standpoint of a feminist human rights activist who is committed to the idea of human rights for a better world. The course will therefore develop the idea that human rights are the basis for peace, justice and democracy and that there can be no peace without justice and no justice without human rights from a gender perspective. Human Rights will be defined as a code of conduct, an agenda for development, and a guide for good governance based on the principles of equality, accountability, participation and legally binding instruments. They will also be discussed as a challenge to cultural diversity, national security and sovereignty. Because human rights theory, as most man-created theories, is androcentric, the course will discuss the androcentric bias in the theory and practice of human rights and the process by which human rights have slowly acquired a gender perspective. The course will also teach different methodologies for incorporating a gender perspective into human rights theory and practice and how to develop a human rights framework for any peace building activity or policy.

To talk about human rights is to talk about democracy, governance, justice, state responsibility,

the duty to protect, participation, human security and substantive equality, all of which are prerequisites for peace.

LGS-6070

**The Ethics of War and Peace and Human Security**

*3 credits*

This course is meant to give an overview of the theory and practices of war, the causes and consequences of war, the definition of the meaning of peace and an interrogation of human security. Students will be introduced to different forms of war and armed conflicts - ethnic conflicts, communal violence, resourced based conflicts, religious based conflicts, terrorism and other conflicts that have recently erupted in other countries. The course will also look at gender roles during war and peace time and how these roles shift before, during and after the conflict.

The course will also address the human rights violations committed during war time; how to monitor the violations and relate this to international human rights law and humanitarian law; and the role of state and non-state actors as perpetrators. Justice and accountability to survivors and victims of war will be discussed along with how investigation, documentation, and monitoring of violations during war and armed conflict are being undertaken. This will be linked to the protection of civilians, refugees, internally displaced persons, humanitarian intervention and an assessment of human security in the context of governance in failed states or collapsed states. The course will also examine the crucial role of UN agencies and civil society in conducting g investigation in order to carry on direct intervention and mobilization.

LGS-6080

**Economy and Development: Aspects of Gender and Peace**

*3 credits*

This course examines the issues related to gender, peace building, and the relationship between gender and peace building from the point of view of economy and development. The course begins with basic conceptions and theories of economics, and development theory. We then turn to focus on several topics that are closely related to gender and peace building, such as poverty, economic reform, employment, and globalization. The course will examine in detail the impact of the above four issues on gender and peace building and the impact of gender and peace building on the above four issues.

The course will focus on three specific objectives, mainly: to learn the basic conceptions and theories of economics and development; to explore the research field of economics on gender and peace building; and to understand the main research methodology used in gender and peace building in the field of economy and development. At the end of the course, the students will be able to analyze the issues of gender and peace building with economic thinking from both micro (household) and macro (country and region) levels.

LGS-6090

**A Gender Analysis of the Environment and Sustainable Development**

*3 credits*

This course is designed to provide technical, methodological and practical inputs in order to understand the importance of gender issues for the environmental sector. Throughout the three weeks the students will be exposed to the major trends that have been used for the incorporation of gender in the environmental sector. Also, practical skills will be gained in order to mainstream gender in the project cycle (elaboration of proposals, planning, monitoring and evaluation, indicators), produce specific ecosystem analysis from a gender perspective (coastal zones, forest,

watersheds, semiarid and arid zones, protected areas and biodiversity) and elaborate gender policies for the environmental sector.

Students of the course will acquire advanced skills in research, data collection and critical analysis in relation to gender and environment. Based upon a profound knowledge of how to link gender, environment and peace building process, they will also learn how to successfully write grant proposals, as well as to design, implement and evaluate a variety of programs and projects

## DUAL DEGREE GRADUATE PROGRAM

### MA. IN ENVIRONMENTAL STUDIES AND THE M.A. IN LIBERIAN STUDIES

#### **Background**

A few cases can be made without the rewriting of history. The administration of President Daniel E. Howard, from 1912 to 1920, was not just afflicted with wars on all fronts, but Liberia had to deal with dreadful national assets to the point that civil servants' wages were paid intermittently. World War I took a heavy toll on the country's revenue intakes. There was a zero balance in revenue due to the naval blockade by German submarines which lasted until 1920. When the C.D.B King government turned to the U.S. for assistance during the Warren Gamaliel Harding presidency (1921-23), the negotiation dragged on from March to October 1921.

This scenario cleared the way for Mr. Harbel Firestone to purchase Liberian land at mere 6 cents an acre to simply loot the product use in the manufacturing of tires. Though he pledged to construct roads, bridges, schools, hospitals and other infrastructure, he failed to deliver; and using as an excuse a \$5-million loan Liberia incurred under relentless pressure from the United States. Liberians did benefit from the \$5- loan the hospitals and roads Firestone promised to build for the nation turned out to paved roads through the plantation. The Liberian Ambassador George Padmore vividly captured this "historical duping" of our nation in his book *Memoirs of Liberian Ambassador* (Mellen Press, 1996), the company demanded the Liberian government to accept a loan of \$5 million at the rate of 7 percent interest, failing which Firestone would not carry through its proposed development scheme. The Liberian people were reluctant to accept this heavy financial obligation but finally succumbed to the coercion of the great colossus of the north.

With the official indebtedness as the result of the loan, Liberia was never the same as this land grab made Firestone Company the world's largest rubber plantation owner. There were ultra-misuse and pillage of the country's minerals, other resources and its people. The platform for land grabbing by other companies, which goes on even now, had been erected. The Liberia Agriculture Company (LAC) is a case in point. The new or incoming rubber plantation in Maryland County is another example (The Perspective, 2004). By the twenties, the industrial deforestation of Liberia in the name of national development had begun with the King presidency.

In the mid 40s the William V.S. Tubman administration followed through with the gradual deforestation continued as a strategy for national development. In 1944, he instituted the "Open Door Policy" which laid the groundwork for extensive land use and industrialization. Tubman's policy was designed to encourage foreign investment in Liberia which would freely develop iron ore deposits and other mineral resources (Hayman, A. I. & Preece, H. 1943. Lighting Up Liberia. New York: Creative Age Press, Inc.). Under this policy, investors were exempted from taxes. For example, Colonel Lansdell K. Christie, a New York native was the first businessman to answer to President Tubman's Open Door Policy. This paid off when he successfully bargained and acquired a mining right in 1946 to mainly exploit iron ore deposits, in the Bomi Range with its highest grade of ore containing about 66 percent iron. The "Christie Foundation," the Liberian Mining Company, first major mining operation became the second major industrial company to Firestone Rubber Plantations company (<http://bomihills.org/Liberia>). Routinely in their national policy, commercial necessities, ruthless leadership and corruption ruled.

In most cases how their nation was to be developed or how re-forestation would be undertaken was never a crucial part of these agreements. The environmental consequences of development were certainly not a priority. Liberians, who are spiritually, medicinally and nutritionally linked to the forests, will bear a disproportionate burden of the nation's environmental deforestation, pollution of

coastal waters from oil residue and raw sewage problems. Thousands of acres of flora and fauna (rainforest) are ruined. Their nation is witnessing unprecedented changes in the quality of its environment. Forests are being lost at an unprecedented pace. Soil losses due to erosion are assuming massive proportions. In other words, the flora is cut and burned, the top soil suffers massive erosion, water supplies are polluted or destroyed, and the wildlife is driven into shrinking areas of refuge. Review of literature shows staggering losses. Potential life-saving medicinal herbs are lost forever and natural resources are destroyed for short-term gain. For example, "*Pygeum africanum*" ([www.wholeheath.com](http://www.wholeheath.com)) herbal medicine for prostate gland enlargement or urinary disorders found around *Mt. Nimba environment that can bring in million of dollars if properly harvested, is being destroyed from mining*. So too is the destruction of their nation's traditional universities (Poro and Sande) which can only be built and function in such a grove where discipline, survival, and leadership skills are taught.

The 4<sup>th</sup> republic must be a dawning of a day for Integrated National Environment Management for Liberia that must be legislatively enacted and constitutionally approved by the government. A policy of implementation must be initiated which will address urgent administrative issues, the development of an Integrated Environment Management and legislative measures. The following administrative actions must be heeded to as a matter of urgency

Ensuring the future environmental and ecological health of the nation must be of primary concern. *"If remain unattended, these issues could disrupt the basic life support, deterioration which could certainly result in food shortages, shelter problems and rapid deterioration of the bases of fuel/energy medicine and safe drinking water. Economic development of Liberia is highly dependent on the resources of the natural environment of which special habitats (such as wetlands) are a very important component"*, says Dr Fodee Kromah, Executive Director National Environmental Commission.

Their roots lie beneath those giant Mountains, rivers, lakes, mangroves, swamp beds which geographically define Liberia so they have every right and responsibility to fight for its environmental protection, rebirth, growth, and ascension to the highest pinnacle. Though these forest canopies support numerous species of mammals, their umbilical chords and the fossils of their parents are also anchored on top tropical canopy in Liberia, so they must return to their roots and help implement the MA/LS programs.

## **The Curriculum**

The program enables the student to simultaneously fulfill all the course requirements for both graduate degrees with a minimum of 57 acceptable graduate credits and a maximum of 72 credits if no waivers are granted.

### **MA in Environmental Studies Core Requirements**

LE (501) Environmental Evolution and Protection

This course discusses the environmental parameters (water, air, solid wastes, noise, radiation, etc.). It also discusses the techniques in monitoring and measurement; effect on human health; environmental quality standards and controls and the demonstrations and field trips.

LE (503) Ecology

Fundamental ecological principles with special reference to levels of organization, population and community properties, structural adaptation, functional adjustments, and other factors affecting the distribution of organisms.

### LE (510) Environmental Research & Analysis

Research methods and statistics used in the field of environmental studies. Research tools used in such areas as environmental field studies, environmental experiments, social environmental impacts, environmental attitudes and behavior, and environmental trend analysis

### LE (595) Environmental Planning

The course discusses the examination of problems and techniques involved in environmental planning, including CEQA, environmental impact statements, zoning, general plans and other planning strategies.

### LE (600) Environmental Regulations (S)

This course is intended for graduate students who are interested in the structure and analysis of government regulations concerning the environment. The approach to the course is not intended to be limited to either social or natural sciences, but rather concerns the important interaction between environmental sciences, law and politics. Students will be allowed some flexibility in terms of their focus in course assignments, but it will be expected that all students will familiarize themselves with the related scientific or political concepts to the topics at hand.

### LE (601) Endangered Habitats (S)

An analysis of endangered habitats in the Sapo National Park including: description and location of habitats, reasons for endangerment, legal issues and efficacy of restoration and re-vegetation projects. Two field trips (TBA) to various habitats will be required.

### LE (603) Global Environmental Issues

This course explores the major global environmental issues facing humanity. Included are such topics as: population, waste management, water, air and soil quality, agricultural challenges, deforestation, biodiversity, energy, climate change and the potential for sustainability.

### LE (606) Ecological Economics

This course discusses the application of economic concepts and methods to understanding the ways in which human economic behavior contributes to environmental and ecosystem degradation; the use of economic approaches to evaluate and manage these impacts; the design of sustainable economic policies.

### LE (609) Environmental Law

An overview of the history and current application of laws and rules used to protect the environment. This course outlines the general framework of Liberian government legislation and includes specific discussions of regulations as they are enforced in Liberia. Topics include waste minimization, pollution prevention, hazardous, special, industrial and municipal solid waste control and how it relates to environmental regulations will be emphasized.

### LE (609) Environmental Ethics

As concern over the well-being of the planet grows, people frequently find themselves in conflict over how to balance conservation with the use of natural resources, about visions for their common future, and the wisdom of development. Such conflict stems in important ways from varying understandings of values and responsibilities, of what is good and right. In this course they will examine a wide range of intellectual efforts to address the problem of their obligations to Earth and its living systems.

## **Liberian Studies Component**

Students are required to complete a total of 24 credit hours, including nine hours in two areas of concentration chosen from the following fields of study: anthropology, art history, Liberian culture and language, community and regional planning, economics, gender studies, history of the early period, history of the modern period, human rights, international management, Liberian linguistics, Liberian literature, and sociology. The combination of areas must ensure that the program is interdisciplinary: for example, students taking either early or modern history as a concentration must choose their second concentration in another field. The remaining six hours may be used for thesis (Plan I) or electives (Plan II).

### **Exit Requirement**

Exit requirements include a thesis option (Plan I) under which students would take a comprehensive examination in one field and complete a six-hour master's thesis. Students must defend their thesis orally. Under Plan II, students would take comprehensive examinations in their two areas of concentration.

### **MA in Liberian Studies Concentration**

LS 518 Liberia Before the 1700

LS544 Seminar/History of Liberian Women

LS 560 History of Liberian Ethnic Social and Political Institutions

LS 570 American Colonization from 1822 to the Republic

LS 571 From Ethnic Kingdoms to Americo- Liberian Domination: The History of Early Liberia

LS 576 Liberia in the Colonial Period (Spain, Portugal, France, Great Britain)

LS 643 History and Migration of the Various Ethnic Groups

LS 644 Liberia -Ivory Coast, Guinea, Sierra Leone Borderlands

LS 648 Society and Development in Liberia

LS 651 Women in Early Liberia

LS 653 Ethnics of Liberia

LS 654 Slavery and Ethnic Relations

LS 685 Seminar in Borderlands History

LS 686 Seminar in Early Liberian History

LS 688 Seminar and Studies in Liberian Languages

## **Ph.D. in Liberian Studies**

### **Program Description**

The program is a full-time program designed to prepare men and women for highly specialized positions in research and consulting in history, international organizations, government and service organizations, and teaching and research positions in colleges and universities. Graduates of the interdisciplinary Liberian Studies Ph.D. program will be able to:

1. Conceive, develop, and conduct original research leading to useful applications in energy and environmental systems.
2. Incorporate into their professional work considerations relating to scientific, historical, cultural, managerial, and social aspects of national reconstruction and development.
3. Contribute to societal understanding of our oneness and cultural identity including national and economic through development of interdisciplinary educational materials and participation inter-ethnic exchanges.
4. Demonstrate effective written and oral communication skills related to research issues in Liberian Studies and national identity.

### **Degree Requirements**

The program requires 51 credit hours beyond the MA degree distributed as follows:

27 credit hours for course work

3 credit hours for seminars

3 credit hours for professional practice/development

18 credit hours for dissertation research

As an indicator of their research competency, all students will be required to submit at least two refereed journal articles before graduation

### **Core research areas and Concentration**

LS 750 Liberia and the World Before the 1700

LS 760 Seminar/History of Liberian Resources

LS 780 History of National Development

LS 790 American Colonization from 1822 to the Republic

LS 850 From Ethnic Kingdoms to the Republic

LS 860 Colonization and Liberian Philosophical Thoughts

LS 865 History and Migration of the Various Ethnic Groups

LS 870 Contemporary Liberian Thinkers and Related National Policy/Development

LS 880 Cultures and Development in Liberia

LS 890 Liberia Environment and Health

LS 950 Political Ideology and Leadership

LS 965 Slavery and Ethnic Relations

LS 970 Seminar in History of Liberian Rivers

LS 975 Seminar in Early and Contemporary Liberian History

LS 980 Dissertation research

## Features of the Program

- Innovative core courses that integrate the historical, sociological, cultural, political, environmental, ethical and leadership knowledge to produce graduates who will possess the leadership, political and historical skills high in demand in the post-conflict Liberian reconstruction
- The courses will utilize case study and field (practicum) pedagogy for effective and deep learning
- Elective sequences of courses that provide students depth of national knowledge in an area of interest, e.g., history, politics, culture, philosophy, government, leadership, economics, or environmental education
- An optional semester long internship in rural Liberia
- The internship occurs in cultural, national, political and social institutions
- Dissertation requirements include an analysis of various historical crossroads in Liberian history
- Three major universities campus-wide analytical facilities on which students can learn.

Our history is the life-blood of our nation. It is the mainstay of who we are and identity, culture, tradition, norms, mores, international relations, economy, and national security. Our growing dependence on other people to define who we are threatens our national security. As a nation, we must work to reduce our dependence on foreign sources that produce our leaders, history and national identity. An authentic history of our nation written by its own produce scholars are needed to support sustainable our national unification while mitigating impacts on those issues that divide us as a people.

### **Admission Requirements**

A master's degree in history, agriculture, environment, political science, education, sociology, anthropology, business and economics from a college or university recognized by a national or international accrediting agency with a minimum.

Note: Highly qualified students without a master's degree but with a B.S. degree in a quantitative field and a GPA above 3.5 may also apply for direct admission to the program.

### **What Role Can the Ministry of Education Play in Sustaining Liberian Studies?**

The paramount aims of the Liberian Studies is the promotion of nationalism, patriotism, ethnic pride, respect for spiritual conviction and for the dignity of human beings, self-control, a sense of citizenship, responsibility and willingness to take responsibility for nation building, helpfulness and open-mindedness for national diversity, all which is true, good and beautiful for our nation. To achieve our national objectives the Liberian Studies should begin in Grade 8. The curriculum should start with pre-Liberia history to the present, focusing on the political, economic, and social events and issues related to modernization/industrialization and urbanization, civil wars, domestic and foreign policies of the Civil War and post-Conflict Liberia, and reform movements including women issues. The impact of deforestation and analyze causes and effects of bad governance as well as the impact of constitutional issues on Liberian society, the dynamic relationship of the branches of the republic government, and efforts to expand the democratic process should analyze. Students should learn the relationship between Liberian arts and the times during which they were created. Students should analyze the impact of technological innovations on the Liberian labor movement. The curriculum should prepare students to use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

The subject matters above should form a part of the West African Examination Council test questions. In fact, it will be in our national interest to have a special portion on the West African Examination Council that exclusively focuses on how well 12<sup>th</sup> grade students know Liberian history. If such a negotiation cannot be reach, Liberia should consider developing its own National Education

Qualification Examination. It will serve our national interest to mandate 12<sup>th</sup> grade seniors pass the National Education Qualification Examination before graduation. A student who scores the highest (GPA) on the National Education Qualification Examination will be admitted into the Liberian Studies at the University level. Such a national education reforms would be the pillars to sustain the trust of the program and help create the envisioned new Liberia.

## **Summary of Proposal**

If education is to be considered the jewel of life, which is to be valuable to a group of people, it must comprise the promotion of nationalism, patriotism, and an effective and efficient use of national wealth (both human and materials). Therefore, Liberians must be equipped with the moral and ethical responsibility to educate Liberian leaders and Liberians in general in the act of networking in order to unlock the creative talents of the Liberian people to become better citizens.

To sustain themselves as a sovereign nation in post-conflict, they must begin to seriously educate their people, their leaders and tell their story or no one else will. For anyone with a sense of imagination can easily see from the civil war that learning about their common identity holds the past, the present, and the future of Liberia together because their ontology places more emphasis on the collective prosperity and survival of the Liberian nation and people.

The idea proposed and courses suggested would compel their nation and people to engage in a process of "looking backwards," to retrospectively examine the past. The curriculum content covers a broad span of history from 520 BC through the 15<sup>th</sup> and 18<sup>th</sup> century; formation of the Liberian States (settlers and Natives); the construction of cultural myths, elitism, Liberianism, languages, power, history and epistemology and their relation to their individual and collective knowledge of the many ways we are affected by law, law creators, and law enforcers. Specific topics include civil war era, violence against women, law and cultural oppression, war and civilizations.

The vehicle to implement a "liberative education" for a better Liberia is an inclusive curriculum to provide the kind of education that will make Liberian life flow and sparkle with joy, success and service; a kind of education that will make Liberians contribute to the advancement of their own or their brothers' and sisters' well-being, as well as their community, and the prosperity of Liberia and the world in which they live.

The degree in leadership or Liberian studies could benefit the political re-mapping of Liberia, to the extent of lifting the nation from its present political dungeons and alienation of the Liberian people. Another incentive for such institutions could be a boost in student exchange between Liberian counties, especially since people in Liberian counties know very little about each other. In order for Liberian Studies to materialize in post-conflict Liberia, they must insist that the Ministry of Education develop programs that focus on Education matters from Kindergarten to 12<sup>th</sup> grade. Notwithstanding, the primary focus of a degree in leadership and Liberian Studies must be on cultural heritage, national bonding, good governance and public service.

After all, when Liberia is stable and the citizens are educated to love their own nation, there will be no threat to developing it to resemble any other nation. Consider the benefits of an education that succeeds in neutralizing military coups in Liberia, and in instilling in all Liberians the true meaning of a sweet "Land of Liberty" for all. In other words, they need to begin training (from elementary school to university) all Liberians in conflict resolution and peaceful electoral processes as opposed to chronic violence and the canker worms effect that had plagued them for the past 150 years. Too many Liberians have been killed by trying to abolish corruption or solve their national problems, only to see those who killed them repeat the same crimes and go free.

If education is to have a true meaning in their nation and a democracy that befits their culture is to take root and flow like a majestic waterfall, no Liberian mind must be wasted or cut off from the authentic history of their nation. As an invaluable component of society, education at their nation's colleges and universities must comprise the promotion of patriotism and must embrace an effective and efficient use of the nation's wealth (human and materials). In this regard, the University of Liberia, Cuttington University College, Methodist University and other higher institutions of learning have the moral and ethical responsibility to educate Liberian leaders and all other Liberians in the art of national history, leadership and networking, in order to unlock the creative talents of Liberians to become better people. [It is crucial] in post-conflict Liberia for all educational institutions to bridge the social, ethnic, cultural and educational gaps that still divide nation to lettered and unlettered.

### **Expectation**

Thus, the primary goal of the Liberian Studies curriculum is to provide students with knowledge on Liberian ethnic groups, their histories, cultures, mores, and seriously educate future leaders and other civil servants to solve their problems as the community of nations continues to tell them to solve their own national and political quagmires. In the past, their educational institutions have not adequately addressed national hiatus for the fact that as a people, they know a little about each other, yet they are citizens of one nation. Therefore, the proposed curriculum should be intercollegiate, interdisciplinary and multicultural in nature to meet its objectives.

### **Employment and Graduates Functions**

When the human infrastructure of a system is strengthened by the shared goals of individuals who are committed to quality and excellence, the goals of the system can be achieved in a more effective and timely manner. Education is not just for making money. Nations whose people are educated make informed decisions. Graduates of the program would find employment as Liberian Studies Specialists, Counselors, Educators, Political Scientists, Psychologists, Social Workers, Sociologists, Uniformed personnel, Law Enforcement Officers, Appointed and Elected Officers, as well as functioning as the nation's producers, transmitters of ideas and practices, mediators and legitimators.

### **Why a Liberian Studies Major?**

Since the formation of Liberia College in 1851 now the University of Liberia, a degree-granting curriculum to enable people to learn about themselves has

been practically nonexistent. The implementation of a Liberian Studies Program will pave the way for their nation to educate the to-be clan chiefs, paramount chiefs, soldiers, civil servants, social workers, ethnic specialists, educators, philosophers and others who may not want to become engineers, pilots, medical doctors, and so forth. Furthermore, their higher institutions of learning should fit "traditional" and "modern" together in the nation's unique cultural mix--- not as living fossils, but as living links to their long-term human past and active participants in today's global village. Unimaginable are the reciprocal effects and net benefits of having their people learning about the efficacy about their next-door neighbors and their traditions and mores, as well as learning leadership. Another incentive for such curriculum would be to encourage student exchange between Liberian counties for cultural understanding and appreciation. Therefore, the primary focus of a degree in Liberian Studies will be centered on cultural heritage, history of the various ethnic groups, patriotism, good governance and public service.

### **Funding**

If the proposal is acceptable, LIHEDE will identify and work with the Ministry of Education, the University of Liberia, Cuttington University College, Methodist University and other higher instructions of learning to write proposal for no-strings-attached funding. LIHEDE will also identify qualified Liberians and non-Liberians to teach courses for the first two years, and a series of three-week compact courses during each summer. Liberian authors and other Liberian historians will be contacted to donate books to the Department.

### **Summer Schedule Only for Foreign Based/Volunteer Professors**

There many Liberians in foreign nations who are very excited about the Liberian Studies program and would like to help Liberian higher institutions of their chosen but cannot do so due to their current employment. The below recommended summer is included in the proposal so that participation universities can plan according by have starting their summer sessions to accommodate foreign based professors. We propose that summer courses be offered from **May 1 to June 25 each year**, as proposed below:

#### **Schedule I: May 1 – June 25**

M-F	8:00 am-11:00 am	11:30 am-2:30 pm
M-F	3:00 pm-6:00 pm	6:10 pm-9:00 pm

#### **Schedule II: May 31- June 25**

M-F	8:00 am-12:00 pm	1:00 pm-5:00 pm
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#### **Schedule 3: A Hybrid of Period Considerations**

	Begin	End
Period 1	7:30 am	9:00 am
Period 2	9:10 am	10:40 am

Period 3	10:50 am	12:20 pm
Period 4	12:30 pm	2:00 pm
Period 5	2:10 pm	3:40 pm
Period 6	3:50 pm	5:20 pm

### **Other Scheduling Considerations**

- 1) Compact classes meeting for periods longer than 90 minutes should be scheduled at 12:30 p.m. or later, and must have a consistent meeting schedule during weekdays—e.g. if a course meets Tuesday-Thursday, each subsequent meeting must be scheduled at the same meeting time each day. Afternoon and evening schedules could be more flexible.
  
- 2) Schedule 3 hour-credit course meetings for five weeks with daily course periods longer than 90 minutes, at 12:30 p.m. or later, or during evening hours to avoid conflicts with other regularly scheduled LU courses. Fifteen-minute breaks should be added for each class session exceeding 90 minutes duration. Daytime classes should begin at one in the afternoon.

### **Faculty Assistants**

Upon the acceptance of this proposal, a few faculty assistants would be needed in the implementation stage. The total number of faculty assistants can also be negotiated. Besides, a tuition waiver is proposed for the first 500 students to be enrolled in the Liberian Studies for the first three years of the program.

### **Budget Summary**

We know that our nation is recovery from 14 years of civil wars and money is scare. However, there is no investment worth all of our energy than that of the inherence gift of education. Therefore, all developed nations have heavily invested in human resources development.

We have already demonstrated to how educated Liberians can be recruited during the summer to contribute to the programs. The program also has an environment component to make it attractive to international funding while the national goals and the objectives of the program are met.

Let there be no doubt, this is a very difficult time in our history. But this mission requires all of our nation people to make sacrifices. At the same time, the budget protects your highest priority – our children’s education. The education community should be congratulated for the cooperative spirit they have shown in working with us to develop this proposal. Education leaders have recognized the need to contribute to solving the national’s lack of rally point, even in this most difficult time of our national existence. Please join me in expressing heartfelt thanks to the sons and daughters of Liberia and their families.

**Budget Showing Expenses (8/2005 to 8/2006) for LU, CUC and AMEU**

<b>Salaries and Wages</b>	
Department Chair	\$ 48,000
Six professor (\$4,000 monthly times 12 months)	\$ 216,000
Administrative/Clerical Support (percent effort x salary)	\$ 6,000
<b>Total Salaries and Wages</b>	<b>\$ 270,000</b>
Airlines tickets (6 round trip tickets for faculty from US to Libya)	\$ 12,000
Equipment	\$ 4,000
Communications	\$ 3,000
Travel (national and international funds raising)	\$ 6,000
Shipping of Containers with supplies and professor's belongings	\$ 13,000
Transportation (Vehicles for US based faculty)	\$ 20,000
Miscellaneous	\$ 15,000
<b>Grand Total</b>	<b>\$ 343,000</b>

## Budget Justification

### I Salaries and Wages

For the purpose of budget estimates, salaries and wages have been escalated based on monthly salary.

### II Department Chair

The **Department Chair** will devote approximately 100% of effort during the academic year. Monthly salary proposed \$4,000 for 100% of effort for academic year support and at \$4,000 per month times 12 months equals \$48,000. Salary does include lodging.

### III Faculty

Six professors to begin the program at LU, CUC and AMEU

**Monthly salary at \$3,000 for each professor times 12 months equals \$36,000 for a year equal \$216,000.** Salary does include lodging.

Hire to teach undergraduate and graduate courses, research and write grants. Salary includes lodging.

### IV Administrative and Clerical

List the circumstances for requiring direct charging of these services, which must be readily and specifically identified to the project with a high degree of accuracy. Provide a brief description of actual job responsibilities and the level of effort.

**Annually salary of \$6,000.**

### V Equipment

Equipment essential to the timely delivery or effective and efficient teaching: overhead, transparency, erasable marker, crayons, computers, printers, and Internet lab.

**Annually budget is \$4,000**

### VI Travel

Program related trips throughout Liberia for one year. **An annual cost \$6,000.**

### VII Communication

Fax, email provider fees, telephone, postage, DHL. **An annual cost \$3,000.**

### VIII Shipping (Supplies and Materials)

Professor belonging from abroad

Books and donated items to the department

Other Supplies and Materials to be shipped in three containers \$4,500 per containers for 3 40ft containers. The price is based on duty free estimates

### IX Transportation

Money will be spent for 6 foreign based professors' cars and gasoline to travel between LU, AMUE and CUC. Cost is \$20,000.

### Miscellaneous

Budgeted for \$6,000 annually