Peace and Conflict Studies 201
Roots of Conflict, Violence and Peace
Conrad Grebel University College (CGUC)
University of Waterloo
Fall 2019
Location: Davis Centre 1350
Time: Tuesdays and Thursdays – 2:30-3:50pm

Instructor: Eric Lepp
Email Address: eric.lepp@uwaterloo.ca

Office Location: CGUC 2125
Office Hours: Tuesday 1-2pm / Wednesday 9-10am

Contact Policy: I am happy to assist you in whatever capacity I can. Try to visit me during my office hours. If this is not possible for you, please do email me, and we will try to find a mutually convenient time.

Territorial Acknowledgement:
We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

Course Description:
This course will introduce students from a variety of backgrounds to the study of conflict, violence and peace. It is the first of three introductory core courses in the Peace and Conflict Studies Program at the University of Waterloo.* It draws from the disciplines of Biology, Psychology, History, Philosophy, Sociology, Anthropology, Political Science, Economics, Geography, and Religious Studies, and takes into consideration the perspectives of Gender, Indigeneity, Sustainability and Justice. As such, the course’s cross-disciplinary nature reflects the complexity that characterizes the challenges inherent to the resolution and transformation of conflict, and our work towards justice and peace.

Among the questions we will explore in this course are:

* The second of the three courses, PACS 202 (Conflict Resolution), delves more deeply into practical methods for resolving and controlling interpersonal, intergroup, and international conflicts. The third course, PACS 203 (History of Peace Movements), surveys individuals and groups that have created popular movements for peace globally and locally throughout history. Like PACS 202, PACS 201 may be taken for Global Experience Certificate (GEC) credit.
What do we mean when we speak of “peace,” “conflict,” and “violence”? Are there different kinds of violence? Is peace simply an absence of direct violence, or is it something more than that? What is the relationship between peace and justice?

What are some of the different schools of thought to consider when analyzing sources of conflict between individuals, groups, and states? Why do analysts often disagree about sources of conflict and violence? What are the implications of these disagreements for policymaking and peace advocacy?

How do our understandings of conflict, violence, and peace relate to our understanding of power? Does power necessarily presuppose coercion and the threat of violence? What forms of power and influence are available to those who seek to refrain from or prevent violence?

Course Objectives:
1. Investigate in a preliminary way several issues of concern to scholars and practitioners in the field of Peace and Conflict Studies.
2. Hone conflict analysis skills by applying course concepts to contemporary situations of peace and conflict.
3. Intelligibly evaluate the strengths and weaknesses of various theories and methods pertaining to peace and conflict.
4. Develop academic writing and research aptitude.
5. Learn about the advantages and disadvantages of interdisciplinarity in research.

Course Requirements:
In order to address these learning objectives, I have organized the course in such a way that it requires students to engage attentively and intentionally with the learning materials. Through a series written reflections, experiential learning opportunities, research, and a cumulative exam, students will develop their critical and analytical skills, while examining their own place in the complex and interdependent world of peacebuilding.

Course Delivery:
To immerse in the learning objectives of the course in a way that is interesting and active there are two types of engagement with the course material each week. The Tuesday lectures will take a more formalised lecture format where we will tackle the theories relevant to the week. The Thursday lecture will then take on a more active and interactive way. This will be done through discussion exercises, simulations, and contemporary examples.

You are expected to attend lectures.

Course Expectations:
Gender Neutral Language

A note about the importance of the language we use.
You may notice that some of our readings contain gendered language that would be considered inappropriate by today’s intellectual norms. I request that you use gender-neutral language except where you are referring to a specific gender. “He” and “His” and “Man” and “mankind” are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that man=human. If you mean all humans, then say ‘humans’ or ‘humanity’ or ‘humankind’ or ‘people’, etc.

Respecting One Another

This is a course that looks a conflict through a number or lenses (gender, indigenous, political, cultural, etc.) Conflict carries with it micro/personal level challenges as well as macro/cultural/social level challenges and we each experience the challenges of conflict differently. There are students in this course, and across campus, from all walks of life who have experienced conflict ways differently than you. In learning about conflict together through readings, listening to lectures, or taking part in discussions and activities it is of the utmost importance that we give each other the space and platform to learn and examine issues of conflict respectfully together.

Course Requirements and Evaluation Criteria:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Critical Comprehension Papers (x2)</td>
<td>Sept 1 through Nov 5</td>
<td>2x15=30%</td>
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<tr>
<td>Personal Reflection: A Journey through Conflict or Community Engagement</td>
<td>Friday, October 4</td>
<td>10%</td>
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<tr>
<td>Conflict Analysis</td>
<td>Friday, November 15</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>TBD: During exam period</td>
<td>30%</td>
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1) Critical Comprehension Papers (2 short papers – 15% each – Total 30%): Using all the assigned readings for a particular week, compose a short response paper and submit it in person by the beginning of that week’s Tuesday class. You are required to submit two of these short papers over the first eight weeks for which readings are assigned. The purpose of this exercise is, first, to enable your informed participation in classroom discussions; and, second, to get in the habit of thinking carefully and critically about the sources you engage with. You may choose any two weeks up to November 5.

Totaling 2-3 pages in length (approx. 600-800 words, 12-point font, 1-inch margins, in Word or rich text format), each of these short papers must contain the following components:

1. Provide a summary statement (two or three sentences maximum) which integrates or contrasts the essence of each reading. This statement should be written in your own words as far as possible.

2. Identify and define some of the key terms or concepts that the authors use.
3. Identify three or four issues or questions in the readings that arise for you, and which merit some discussion. Provide some of your own insight on why these issues are important to the study of violence, conflict, and/or peace. What do you find most compelling about the authors’ arguments? What aspects of their arguments do you find problematic or unconvincing? Why?

Both of these short papers is worth 15% of your final grade. Combined, they amount to 30% of your final grade. Papers submitted after the start of that week’s Tuesday class will not be graded.

2. A. Personal Reflection: “A Journey through Conflict” (10%)

or

B. Community Engagement Report (10%)

You may choose to do either of these two assignments. Both require similar amounts of research and writing, and both are worth 10% of your final grade. Note that 2A is due early in the term, while 2B is due late in the term.

2.A. Personal Reflection: “A Journey through Conflict” (10%)

Within the first few weeks of the course, you will write a short reflective essay entitled, “A Journey through Conflict,” in which you tell a story of your own personal connection to conflict. This essay should be short, 600-800 words (12-point font, 1-inch margins, approximately 2-3 pages, in Word or rich text format). It is due in the Turnitin assignment dropbox by 11:59 p.m. on October 4.

Essays must contain the following elements:

1. An account of how large-scale social or political conflict (conflict involving large numbers of people, with origins that are located outside your own family unit) has impacted past or present generations of your own family;

2. Connections to course concepts from the first two or three weeks of class (for example, different types of peace, violence, and conflict), used to analyze the types of conflict your family witnessed and to make sense of the overall experience;

3. A statement about the lessons you derive from this experience concerning the “roots” of conflict, violence, and peace.

Grading of this essay will give particular weight to thoughtfulness and willingness to engage in genuine reflection on experiences that have influenced the way you and members of your family (past or present generations) understand conflict and peace. While you are expected to make references to relevant course readings and lecture material as you present your own ideas (using footnotes or citations where needed), the overriding purpose of this essay is to encourage you to think deeply about stories and experiences that are integral to your family history and perhaps even to your own sense of identity.

Many different types of conflict experiences could provide worthwhile material, and you are expected to do some basic research (e.g., interviewing parents, grandparents, or relatives) before writing. You may find it helpful to ask yourself the following questions as you prepare yourself for
the assignment: What kinds of conflict have impacted recent generations of my family? Are there any family stories about war, severe economic hardship, forced migration, or persecution? Which members of my family are keepers of these stories, people whom I might interview for a richer understanding? What aspects of their stories speak in some way to course topics, and can be related to major concepts? How do these experiences influence the way I am personally inclined to view conflicts in the world today? Do they provide me with any special insights about what kinds of conflict matter most, or about what is required for peace?

A key goal of this assignment is to help you begin to build a bridge between personally meaningful experiences and various types of conflict that are ongoing in the world today. If your own understanding of past events is limited, by all means please do some investigative work with members of your own family to learn more. What you learn and write can help you develop a basis for active engagement with course themes during the rest of the term. Because you will be talking about matters that are part of your own family’s experience, use of first-person voice is expected.

*Please be mindful of your topic choice, and avoid causing harm to yourself and/or your relatives. If recalling an event from one’s personal history may trigger traumatic memories that you feel ill-prepared to manage, choose a different topic.

2.B. Community Engagement Report (10%):
You are required to participate in, and then report on, one educational activity related to a contemporary issue in the study of peace and/or conflict. This can be a UW event, a community presentation, a public lecture at UW or WLU, a workshop, a special conference, a social justice rally or vigil, or a similar event. It does not need to be a lecture or event sponsored by the PACS program. If you would like to receive notice of potentially relevant campus and community events, you are welcome to sign up for the PACS Bi-weekly Newsletter by sending an email to pacsasst@uwaterloo.ca. You may also find relevant events by checking the listings provided by WPIRG (http://wpirg.org/) or other campus organizations.

It is your responsibility to proactively identify and attend a relevant extracurricular event and to upload a written report to the online Turnitin dropbox no later than 11:59 p.m. on Friday, November 22.

Please note that lectures (including guest lectures) presented in your other UW classes are not acceptable for this assignment. If you are uncertain about the appropriateness of an event you are considering, please consult with the instructor.

After attending a relevant event, compose a short “Community Engagement Report” (600-800 words, 12-point font, 1-inch margins, approximately 2-3 pages, in Word or rich text format). Your report should include precise information about the event, an examination of themes from the event that relate to PACS 201, and evaluative commentary on the event’s quality and impact. The following format is recommended:

1. Event Details:
   Provide information about the title, speaker(s), date, sponsor, and venue.
2. Analytical Summary:
   Describe the overall purpose and substantive content of the event (at least one complete paragraph).

3. Relation to Class:
   Tell how the topics discussed at the event relate to key themes of PACS 201 (at least one complete paragraph).

4. Evaluation:
   Provide your own evaluation of the event’s value and significance (at least two paragraphs).
   How did your participation in this event contribute to a culture of peace? What was your personal response to the event? Of the ideas presented, which did you find to be particularly insightful or problematic? What can students of conflict and peacemaking learn from the event? Make explicit connections to course concepts.

Although the report is due late in the term, I advise you to pay attention to current events on campus and in the community from early on in the term, so that you will have plenty of events to choose from. I also advise you to write your report soon after the event, while it is still fresh in your memory. You may submit this report any time before November 22, but it will not be graded until the end of the term.

2) Conflict Analysis (30%):
   Apply one of the analytical frameworks covered in class (such as the gendered impacts of conflict, feminist or indigenous perspectives on peace, structural or cultural violence, reparation politics, conflict transformation, etc.) to a contemporary conflict in the world today. This assignment requires you to conduct research into the nature of the conflict, its root causes, its stakeholders, and its dynamics, using sources external to the course. These must include at least two peer-reviewed scholarly sources, two news media sources, and two institutional sources, such as publications from government bodies, non-governmental organizations, or international organizations. Having sufficiently “diagnosed” the conflict, you will then offer recommendations for peacebuilding, which flow logically from the analysis you have provided. This assignment is expected to be approximately 1200-1500 words. Double spaced, with 12-point font and 1-inch margins, Word or rich text format, this should be about 4-6 pages in length. It is due on Friday, November 15 at 11:59 p.m. in the Turnitin assignment dropbox.

The following questions can help guide your analysis:

On the nature of the conflict:
1. What is the political, economic, and socio-cultural context?
2. Is there a history of conflict?

On its causes:
1. What are the structural causes of conflict?
2. Can you identify different forms of violence (structural, secondary) in the conflict?
3. What triggers conflict episodes, and what could contribute to conflict escalation?
4. What new factors contribute to prolonging conflict dynamics?
On its stakeholders:
1. Who are the main actors?
2. What are their interests, goals, positions, capacities and relationships?
3. What capacities for peace can be identified?
4. What actors can be identified as spoilers? Why? Are they inadvertent or intentional spoilers?

On the conflict's dynamics:
1. What are current conflict trends?
2. What are windows of opportunity?
3. What factors can contribute to peace?

3) Final Exam (30%):
The semester will conclude with an integrative final examination, consisting of short-answer and essay questions as well as multiple-choice and fill-in-the-blank questions. This exam is “closed book” (no aids), and will cover all course material – lectures, readings, class discussions, and videos. It will take place during the exam period, at a time chosen by the UW Registrar. Your registration in this course signals your commitment to take the exam whenever it is scheduled during the designated exam period. Do not pre-purchase air tickets home until the exam date has been announced.

Late Policy for Written Work:
Students who contact the professor well in advance of a due date to inform them about realistic complications that will postpone completion of a paper usually receive favourable consideration. Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to papers that arrive late without prior clearance. Here are our standard deductions for late work:

- One day late: -5%
- Every day following is: -1%

Please do not make the mistake of failing to submit a paper. Up until final exam time we go by the motto, “Late is better than never.” We recognize that life can be complicated and are willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

PACS Research Support:
The library has created a subject guide to help you carry out peace-related research. You can access this guide at http://subjectguides.uwaterloo.ca/pacs. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.
The Writing Centre:
The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Accommodation for Students with Learning Differences:
The AccessAbility Services (AAS) office, located in Needles Hall Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

Mental Health Support:
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information
Accommodation for Illness:
A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: [https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness)

Accommodation for Students with Disabilities
*Note for students with disabilities:* AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Academic Integrity:
In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the Office of Academic Integrity website for more information.

Discipline
A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals
A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Academic freedom at the University of Waterloo
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom
carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, ‘academic freedom’ refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Desire2Learn (D2L or LEARN) Learning Management System:
This course will make use of LEARN. Required readings (those not contained within the three course textbooks) will be posted there. Important course announcements may be posted from time to time, so it is important that you check for updates. To access these announcements and make use of additional course resources posted in LEARN, go to https://learn.uwaterloo.ca. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp@uwaterloo.ca. After you have successfully logged in, click on the PACS 201 link in the yellow “Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

Turnitin®
Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Appropriate Use of Laptops (and Other Gadgets):
Laptops, iPads, smartphones, and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, access LEARN, maintain a portable workstation, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging.

Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don’t do it.
Further details concerning the PACS 201 policy on laptops and other gadgets will be discussed on the first day of class.

**Cross-listed Course:**
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Additional Considerations:**
In academics, as in life more generally, what we get from an experience depends on what we put into it. Preparation for class (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.

When we come to class prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that learning is a communal rather than a solitary endeavor, and that each one of us is a resource for everyone else in the learning process.

Collaborative learning requires not only preparation and self-expression, but also a commitment to active listening. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness behind them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.

The subject matter covered by Peace and Conflict Studies courses is inevitably open to multiple interpretations. It is likely that you will not always agree with ideas presented in course readings, lectures, and discussions. This is a good thing, so long as you use disagreement as an opportunity to test and clarify your own ideas, and to develop an enhanced capacity to express where you stand in relation to others. What matters is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.

**Required Readings:**
Weekly readings will include selections from the following books, as well as an assortment of other sources, including book excerpts, journal articles, periodicals and online resources. The books below are available in the UW book store, and are also held on reserve for you at the Milton Good Library. Readings not contained within these books are available on our course webpage on LEARN. All readings are required, and relevant to your assignments and to the final exam.


Course Schedule:

WEEK ONE: Introduction to the Course
September 5

WEEK TWO: Introduction to the Study of Violence, Conflict, and Peace
September 10 and 12
What issues does the field of Peace and Conflict Studies seek to address? How shall we define terms like “conflict,” “violence,” and “peace”? What is interdisciplinarity and why is this an important approach to the study of these issues?

Textbook

Textbook

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WEEK THREE: The Nature of War
September 17 and 19
Does human nature predispose us to destructive conflict, or can human beings consciously choose more peaceful ways of living? What are some major patterns of conflict and violence in the world today?

Textbook

Textbook

Textbook

Textbook

Textbook

Textbook

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Tuesday, September 17.

WEEK FOUR: Power Politics
September 24 and 26

What have representatives of traditional “power politics” or “realist” thinking said about the role of the state and military deterrence in containing violence and establishing peace? Why have they held these beliefs? What are some reasons scholars in the PACS field are dissatisfied with “power politics” approaches to peace? How can social conditions and identities give rise to conflict – or to peace?

Textbook

Textbook

LEARN

Take a look at:

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Tuesday, September 26.**

**WEEK FIVE: Global Justice Movements, Grassroots Organizing, and Everyday Resistance**
**October 1 and 3**

To what extent can social movements and/or grassroots organizations alter the social and political dynamics which give rise to conflict? What is the role of civil society in creating cultures of peace? Why are non-governmental organizations so important to governance?

Textbook

Textbook

LEARN

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Tuesday, October 1.**

*Upload ‘Personal Reflection: A Journey through Conflict’ by 11:59 pm on Friday, October 4.*

**WEEK SIX: Gendered Perspectives on Injustice and Peacebuilding**
**October 8 and 10**
How does gender affect one’s experience of violence, conflict and peace? How does a gendered analysis of injustice shed light on the potentiality for peace? Why is it necessary to assert (again and again!) that women’s rights are human rights?

Textbook

Textbook

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Take a Look at:

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Tuesday, October 7.

WEEK SEVEN: Thanksgiving / Reading Week / Term Break
October 17 and 19

No class!

WEEK EIGHT: Environmental Causes and Catalysts
October 22 and 24

How do environmental changes resulting from global warming affect human security? How do collective responses to environmental challenges demonstrate people’s capacity for co-operation or exploitation?

Textbook

Textbook

LEARN

Online

Online

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Tuesday, October 22.**

**WEEK NINE: Indigenous Perspectives on Peace**
October 29 and October 31

What do Indigenous worldviews have to say about peace? How have Indigenous experiences of conflict affected the way peacebuilding practitioners approach their work? Whose responsibility is it to redress the harms caused to indigenous communities through centuries of colonialism and oppression?

**SPEAKER/READINGS TO BE ANNOUNCED**

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Tuesday, October 29.**

**WEEK TEN: A Political Economy of Conflict and Peace**
November 5 and 7

How can we characterize the relationship between economics and peace? How does globalization affect the socio-economic conditions which give rise to conflict? Can strengthened adherence to international rules and norms help to advance peace? Are we all individually important economic agents? What would that look like in a situation of conflict?

**Guest Lecture (November 5)**
*Dr Birte Vogel*
*Lecturer in Humanitarianism, Peace & Conflict Studies*
*University of Manchester, UK*
In this lecture we will consider the economic agency of people living in situations of conflict. We will discuss how ideas of economic interdependence often don’t take the agency of consumers into account and how this can affect peacebuilding interventions. We will discuss Cyprus as one example of failed economic peacebuilding.

LEARN

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Readings for November 7

Textbook

Textbook

**Last week to submit a ‘Critical Comprehension Paper’ on this week’s readings as the focus of one of your Critical Comprehension Papers. Remember it needs to be submitted, in person, prior to the start of class on Tuesday, November 5.

WEEK ELEVEN: Nonviolent Action as an Alternative to Violence
November 12 and 14

How can individuals and groups confront power imbalances, serious injustices, and formidable adversaries without resorting to violence? How have some movements sought to promote peaceful change amidst inhospitable circumstances? How does nonviolence work? What can nonviolent social movements achieve, and on what basis should we evaluate them? Can nonviolent movements change social values?

Textbook

Textbook

Textbook

LEARN

Upload ‘Conflict Analysis’ Essay by 11:59 p.m. on Friday, November 15.

WEEK TWELVE: Resolving and Transforming Conflict
November 19 and 21

What contributions can the field of conflict resolution make to our understanding of contemporary conflicts between groups of people and nations? To what extent are conflicts between groups similar to conflicts among individuals? What role do psychological and cultural factors play in conflict escalation processes? What is the difference between conflict resolution and conflict transformation?

Textbook

LEARN

Upload Community Engagement Report by 11:59 p.m. on Friday, November 22.
(earlier submissions welcome at any time during the term)

WEEK THIRTEEN: Reconciliation and Peacebuilding
November 26 and 28

What must happen within and between groups involved in destructive conflict if they are to move toward an improved relationship? What role can forgiveness and reconciliation play in large-scale social conflicts? How can third-party intervention and effective communication increase prospects for peace?

Textbook
Textbook

Textbook

LEARN

WEEK FOURTEEN: Review
December 3

*Final Examination: Date to be announced, between December 6 and 21, 2019.*