

Peace and Conflict Studies 201

Roots of Conflict, Violence and Peace

Conrad Grebel University College

University of Waterloo

Fall 2018

Location: CGR 1208

Time: Tuesdays and Thursdays, 11:30am – 12:50pm

Instructor: Adam Malloy

Office Location: N/A

Email Address: amalloy@uwaterloo.ca

Office Hours: By appointment only

Contact Policy: I am happy to assist you in whatever capacity I can. I do not keep regular office hours at Conrad Grebel University College, primarily because I don't have an office on campus. However, if you contact me by email, or speak to me during class time, I would be happy to arrange a meeting with you at a mutually convenient time and place.

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 six miles on each side of the Grand River.

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:

- 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

* 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.

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?

Prerequisite: None

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 of 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 Expectations:

Gender Neutral Language

Before discussing course components and learning materials, 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.

It is important to get into the habit of using gender-neutral language for at least two reasons:

1. **Clarity of Expression:** When you write or say 'man' or some other masculine/generic term, readers should be confident that you are talking about a man, and not about men in general, women, boys, girls, humanity, etc. The way to avoid misunderstandings is to use terms literally and precisely. If you mean all humans, then say 'humans' or 'humanity' or 'humankind' or 'people' and so on.

2. Empowerment: Each time we use a masculine word as a generic term, we perpetuate the conception that male norms, male experiences, male perceptions, and male perspectives are societal norms and experiences. We imply that female norms, experiences, perceptions and perspectives are marginal and abnormal. Such usage disempowers females and reproduces male domination/female subordination (Patriarchy). By using gender-neutral language, we can challenge patriarchy, empower females, and increase our sensitivity to our own unintentional sexism. Gender-neutral expression is not just a matter of style; it is also a matter of politics and research ethics.

Course Requirements and Evaluation Criteria:

	Course Component	Due Date	Weight
1	Critical Comprehension Papers (3 in total)	Sept 11 through Oct 23	3x10=30%
2A OR 2B	Personal Reflection: A Journey through Conflict OR Community Engagement	Thursday, September 27 Thursday, November 15	10%
3	Conflict Analysis	Thursday, November 22	30%
4	Final Exam	Thursday, December 6	30%

1) Critical Comprehension Papers (3 short papers, 10% each, total 30%):

Using all of the assigned readings for a particular week, compose a short response paper and submit it to the course dropbox on LEARN **prior to the start of** that week's Tuesday class. 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 are required to submit three of these short papers between Week 2 (September 11) and Week 8 (October 23). Should you choose to submit a paper covering the readings for Week 6, it will be due on Thursday, October 13, since there is no Tuesday class during that week. Submissions made after the start of that week's first class (11:30am on the Tuesday, with the exception of Week 6) will not be evaluated.

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?

Each of these three short papers is worth 10% of your final grade. Combined, they amount to 30% of your final grade. Should you choose to submit more than three weekly papers, your final grade will be calculated based on the sum of your three highest scores.

Again: 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 later 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 LEARN dropbox by 11:59 p.m. on Thursday, September 27.

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.

A rubric for this essay will be provided in class and posted in Learn. As you write, check the rubric to make sure you are covering all the required elements of the paper.

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 or by Conrad Grebel University College. 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 dropbox in LEARN no later than 11:59 p.m. on Thursday, November 15.

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 prior to the deadline on November 15.

3) 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, power politics, world order systems, 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 Thursday, November 22 at 11:59 p.m. in the LEARN 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?

4) Final Exam (30%):

The semester will conclude with an integrative final examination, consisting of short-answer and essay questions. This is a take-home exam, and will cover all course material: lectures, readings, class discussions, and videos. You will be provided with the questions and directions at the conclusion of our final class, on Thursday, November 29. You will be given one full week to complete the exam, and submit your work to the appropriate dropbox on LEARN. The deadline for submitting your completed exam is Thursday, December 6, at 11:59pm. Late submissions will not be accepted.

Late Policy for Written Work:

Critical Comprehension Papers submitted after the start of class on the Tuesday of the week for which the readings are assigned will NOT be evaluated. The purpose of this assignment is twofold: it will prepare you for classroom discussion prior to arriving at the class in question; and it will grant you the opportunity to demonstrate your capacity to comprehend and critically analyze course materials independently, before we discuss them in class.

The final exam, which is in a take-home format, will also not be accepted late. You will have seven days to complete and submit the exam, after which final grades will be calculated and submitted to the university.

All LEARN dropboxes for PACS 201 will close at 11:59pm on December 6. No assignments will be accepted after this time.

Aside from these strict deadlines, you will find that the remaining assignments in the course follow a generous late policy. 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 to one week late: -5%
- Eight days to two weeks late: -10%

- 15 days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit a paper. Up until the final examination period 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.

AGAIN: This late policy does not apply to final exams or to critical comprehension papers. No assignments will be accepted after the final exam submission deadline of December 6.

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 Disabilities:

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 supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 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 from the 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: 519-749-433 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 at 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>

Academic Integrity:

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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of

offenses 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](#).

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 endeavour, 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.

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.

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.

Barash, David P. *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition. Toronto: Oxford University Press, 2018.

Course Schedule:

WEEK ONE: Introduction and Expectations

September 6

What is this course all about? What are my expectations of you? What are your expectations of me? In this class we will review the course syllabus, expectations, assignments, evaluation criteria, etc.

WEEK TWO: Introduction to the Study of Violence, Conflict, and Peace

September 11 and 13

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

Barash, David P. “Introduction: Approaches to *Approaches to Peace*.” In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 1-4. Toronto: Oxford University Press, 2018.

Textbook

King, Martin Luther Jr. “Letter from a Birmingham Jail.” In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 201-205. Toronto: Oxford University Press, 2018.

LEARN

Addams, Jane. “Newer Ideals of Peace.” In *The Power of Nonviolence: Writings by Advocates of Peace*. 39-41. New York: MacMillan and Co, 2002.

LEARN

Institute for Economics and Peace. Positive Peace: The lens to achieve the Sustaining Peace Agenda. IEP Brief, 2017. Available online at “[IPI Positive Peace Report](#)”.

**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 to the dropbox on LEARN by 11:30am on Tuesday, September 11.

WEEK THREE: The Nature of War

September 18 and 20

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

Barash, David P. “Understanding War.” In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 5-8. Toronto: Oxford University Press, 2018.

Textbook

Freud, Sigmund. “Why War?” In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 9-13. Toronto: Oxford University Press, 2018.

Textbook

Mead, Margaret. “Warfare is Only an Invention – Not a Biological Necessity.” In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 14-17. Toronto: Oxford University Press, 2018.

LEARN

Roche, Douglas. "Chapter 1: Fewer Arms, Less Conflict." In *Peacemakers*, pp. 17-36. Toronto: James Lorimer & Co. Ltd., 2014.

**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 to the dropbox on LEARN by 11:30am on Tuesday, September 18.

WEEK FOUR: Power Politics

September 25 and 27

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

Bacevich, Andrew, J. "The revisionist imperative: Rethinking twentieth century wars." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 57-64. Toronto: Oxford University Press, 2018.

Textbook

Boulding, Kenneth. "National images and international systems." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 38-42. Toronto: Oxford University Press, 2018.

Textbook

Howard, Michael. "The causes of war." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 31-37. Toronto: Oxford University Press, 2018.

Textbook

Krieger, David & Angela McCracken. "Ten nuclear myths." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 87-90. Toronto: Oxford University Press, 2018.

**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 to the dropbox on LEARN by 11:30am on Tuesday, September 25.

Upload your Personal Reflection: A Journey through Conflict by 11:59 p.m. on Thursday, September 27.

WEEK FIVE: A Political Economy of Conflict and Peace

October 2 and 4

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? What is the role of the United Nations in peace issues?

LEARN

Sachs, Jeffrey. "Global Economic Solidarity." In *Approaches to Peace: A Reader in Peace Studies*, Third Edition, edited by David P. Barash, 221-225. Toronto: Oxford University Press, 2014.

LEARN

Dumas, Lloyd J. "Transforming the War Economy into the Peacekeeping Economy: Using Economic Relationships to Build a More Peaceful, Prosperous and Secure World." In *Approaches to Peace: A Reader in Peace Studies*, Third Edition, edited by David P. Barash, 118-129. Toronto: Oxford University Press, 2014.

Online

Truman, Harry S. Inaugural Address. Speech delivered at the Capitol, Washington, on January 20, 1949.

https://www.trumanlibrary.org/whistlestop/50yr_archive/inagural20jan1949.htm

Textbook

Shiva, Vandana. "How economic growth has become antilife." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 294-296. Toronto: Oxford University Press, 2018.

**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 to the dropbox on LEARN by 11:30am on Tuesday, October 2.

WEEK SIX: Governing Peace

October 11

What is "governance"? How do systems of world order define and institutionalize new norms? What are human rights? To what extent can governance institutions secure the rights and dignity vulnerable people?

Falk, Richard. "On humane governance." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 254-262. Toronto: Oxford University Press, 2018.

Barash, David P. "Human rights." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 182-201. Toronto: Oxford University Press, 2018.

Barash, David P. "International law." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 100-110. Toronto: Oxford University Press, 2018.

Barash, David P. "World government?" In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 285-294. Toronto: Oxford University Press, 2018.

**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 to the dropbox on LEARN by 11:30am on Thursday, October 11.

WEEK SEVEN: Environmental Causes and Catalysts

October 16 and 18

How do environmental changes resulting from global warming affect human security? How do collective responses to environmental challenges demonstrate people's capacity for cooperation or exploitation?

Textbook

Klare, Michael. "How resource scarcity and climate change could produce a global explosion." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 49-53. Toronto: Oxford University Press, 2018.

Textbook

Leopold, Aldo. "The Land Ethic." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 163-170. Toronto: Oxford University Press, 2018.

LEARN

Simpson, Leanne Betasamosake. "Land as Pedagogy: Nishnaabeg intelligence and rebellious Transformation." *Decolonization: Indigeneity, Education & Society* 3, no. 3 (2014): 1-25.

**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 to the dropbox on LEARN by 11:30am on Tuesday, October 16.

WEEK EIGHT: Gendered Perspectives on Injustice and Peacebuilding

October 23 and 25

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

Reardon, Betty. "Sexism and the War System." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 262-269. Toronto: Oxford University Press, 2018.

Textbook

hooks, bell. "Feminist Politics: Where we stand." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 206-208. Toronto: Oxford University Press, 2018.

LEARN

Confortini, Catia C. "Galtung, Violence, and Gender: The Case for a Peace Studies/Feminism Alliance." *Peace & Change* 31, no. 3 (2006): 333-367.

Online

Saferworld. [Masculinities and peacebuilding: a policy and programming agenda](#). November 2014.

**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 to the dropbox on LEARN by 11:30am on Tuesday, October 23.

WEEK NINE: Indigenous Perspectives on Peace

October 30 and November 1

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?

Online

King, Hayden. [The erasure of Indigenous thought in foreign policy](#). 31 July 2017.

LEARN

King, Thomas. "Borders", in King, *One Good Story, That One*. Toronto: HarperCollins (1993): 131-148.

United Nations. [United Nations Declaration on the Rights of Indigenous Peoples](#).

Online

Truth and Reconciliation Commission of Canada. [Calls to Action](#). 2015.

LEARN

Hanson, Cindy. Gender, Justice, and the Indian Residential Schools Claims Process. *International Indigenous Policy Journal* 7, no. 1 (2016): 1-16.

WEEK TEN: Global Justice Movements and Grassroots Organizing

November 6 and 8

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

Millay, Edna St. Vincent. "Conscientious Objector." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 224. Toronto: Oxford University Press, 2018.

Online

Seth-Smith, Niki. "[Rehearsing the revolution: theatre in Israel-Palestine](#)". *openDemocracy*. 4 February 2014.

LEARN

Finnemore, Martha and Katherine Sikkink. "International Norm Dynamics and Political Change." *International Organization* 52, no. 4 (1998): 887-917.

LEARN

Freire, Paulo. "Pedagogy of the Oppressed." In *Approaches to Peace: A Reader in Peace Studies*, Third Edition, edited by David P. Barash, 214-220. Toronto: Oxford University Press, 2014.

WEEK ELEVEN: Nonviolent Action as an Alternative to Violence

November 13 and 15

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

Thoreau, Henry David. "Civil Disobedience." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 214-219. Toronto: Oxford University Press, 2018.

Textbook

Gandhi, Mohandas. "The Gospel of Nonviolence." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 227-233. Toronto: Oxford University Press, 2018.

Textbook

Sharp, Gene. "Seeking a Solution to the Problem of War." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 233-245. Toronto: Oxford University Press, 2018.

LEARN

DuVall, Jack. "Liberation without war: is there a way to overthrow dictators and achieve democracy?" In R. L. Holmes and B. L. Gan (Eds.), *Nonviolence in theory and practice* (2nd ed., pp. 256-260). Long Grove, IL: Waveland Press, 2005.

Upload Community Engagement Report by 11:59 p.m. on Thursday, November 15 (earlier submissions welcome at any time during the term).

WEEK TWELVE: Resolving and Transforming Conflict

November 20 and 22

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?

Fisher, R., Ury, W., & Patton, B. "Getting to yes." In D.P. Barash (Ed.), *Approaches to peace: A reader in peace studies* (4th ed., pp. 75-82). New York, NY: Oxford University Press, 2018.

Salem, Richard. "Trust in Mediation." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: July 2003 <<http://www.beyondintractability.org/essay/trust-mediation>>.

LEARN

Azar, Edward. "Protracted social conflict: An analytical framework." In *The management of protracted social conflict: Theory and cases* (pp. 5-17). Brookfield, VT: Gower Publishing Company, 1990.

LEARN

Reychler, Luc. "Dialogue and Listening." In *Peacebuilding: A Field Guide*, ed. Luc Reychler and Thania Paffenholz, pp. 453-460. Boulder: Lynne Rienner Publishers, 2001.

Upload Conflict Analysis Essay by 11:59 p.m. on Thursday, November 22.

WEEK THIRTEEN (Nov. 27 and 29): Reconciliation and Peacebuilding

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

Tutu, Desmond. "No Future Without Forgiveness." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 279-285. Toronto: Oxford University Press, 2018.

LEARN

Lederach, John Paul. "Reconciliation: The building of relationship." In *Building peace: Sustainable reconciliation in divided societies* (pp. 23-35). Washington, DC: United States Institute of Peace, 1997.

Textbook

Dalai Lama. "A Human Approach to World Peace." In *Approaches to Peace: A Reader in Peace Studies*, Fourth Edition, edited by David P. Barash, 269-274. Toronto: Oxford University Press, 2018.

Final Examination:

*Take-home exam questions will be distributed on Thursday, November 29. Submission deadline is **Thursday, December 6, at 11:59pm**. Late submissions will not be accepted.*