PACS 316/PHIL 329: Violence, Nonviolence, and War
Fall 2021

University of Waterloo
Conrad Grebel University College
Dr. Eric Lepp
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Course Delivery is a Remote Offering due to COVID-19 - learn.uwaterloo.ca
This is an asynchronous course offering

Weekly Course Zoom Drop-In (optional): Thursday 9:30-10:30am EST
Topic: PACS 316 / PHIL 329 Weekly Zoom

Meeting ID: 968 6685 7812
Passcode: Peace

Office Hours: By Appointment

COVID 19: Keep up with all of University of Waterloo’s Covid messaging

Course Description
This course explores debates concerning the relative merits of violent and nonviolent strategies for pursuing high-value social and political goals, with particular emphasis on the need to engage and evaluate claims pertaining to the efficacy and contemporary relevance of nonviolent action. Students will critically examine a range of views, including political realism and just war theory as well as pacifism and various forms of nonviolent resistance. The following questions will guide our inquiry:

- Why have war and organized violence often been regarded as necessary evils or even as social goods?
- What interests and functions has war served? What are the moral, human, environmental, and financial costs of war?
- Under what circumstances can nonviolent methods of defending or advancing social and ethical values succeed in the face of determined opposition? To what extent can nonviolent strategies of social change or defence be substituted for violent strategies?

Intended Learning Outcomes
By the end of the term, students in this course should be able to:

- Explain key premises of major approaches to the ethics of peace and war, including political realism, just war theory, and nonviolence/pacifism.
- Discuss ways in which divergent positions on war, political violence, and direct nonviolent action reflect deeper worldviews and personal value prioritizations as well as different practical assumptions about “what works.”
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- Describe similarities as well as differences between military and nonviolent action strategies for confronting acute social and political conflict.
- Explain ways in which violent and nonviolent change efforts depend upon and affect the social systems from which they arise.
- Propose and evaluate strategies for transforming violent conflict through nonviolent action methods.
- Reflect critically on personal beliefs and values, and their relation to larger conversations concerning matters of war, violence, and peaceful change.

Course Expectations

Remote Learning and Academic Freedom
This course will engage a number of important themes about resistance, violence, oppression and movements that seek to shift power. If this course were to be offered in a classroom in Waterloo we would be in the safety of democratic society, and a university that enables academic freedoms of inquiry, debate and communication of ideas that may be suppressed in other settings. As this is a course offered remotely and you (the students) are studying in places around the planet I ask that you follow your own discretion in engaging with the course materials. If you ever believe the subject matter of the course or having the readings and documents on your computer puts you in a position of risk please contact me and we will work towards suitable alternatives.

Anti-Racism
The instructor of this course (Eric Lepp) is committed to the platform of peace and conflict study that engages structural injustices. This course is offered recognizing that events of racism and systemic violence are not something that simply happen somewhere else but are often embedded in the structures of the academe. It is my hope that through discussion and engagement we can be made aware of, and mindful to, many narratives of history, present and future, that light the path to greater representation, acknowledgment and equality for all students. The content of this course is a constant work in progress – please don’t hesitate to reach out to me with challenges, suggestions, or feedback as we navigate our learning journey together.

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. 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 one another the space and platform to learn and examine issues of conflict respectfully together.

Course Requirements and Evaluation Criteria

There is further information about assignments on the course LEARN page

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<tr>
<th>GRADE</th>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>10%</td>
<td>Participation in Course Discussion Boards or Engagement in Zoom Sessions</td>
<td>Throughout the Semester</td>
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<td>15%</td>
<td>Reflective Reading Responses (3x5%)</td>
<td>Friday, October 8</td>
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<td>20%</td>
<td>Film Response</td>
<td>Monday, October 18</td>
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<td>25%</td>
<td>Book Response</td>
<td>Monday, November 22</td>
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<td>30%</td>
<td>Final Essay</td>
<td>Tuesday, December 7</td>
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10% Participation
Ten percent of your final grade will be based on the quality of your participation in this remote class. Participation presupposes preparation and manifests itself through thoughtful engagement with class discussions on LEARN or active engagement in the weekly ZOOM course drop-in.

15% Reflective Reading Responses
Fifteen percent of your grade will be based on three short reading responses – five percent each. The expectation is that you submit one reflective reading assignment for sections 2, 3, and 4 of the
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course. Each of your reading responses should show engagement with all assigned readings for the week you have chosen to engage, by providing one to three substantive “talking points” per chapter or article assigned. Evaluation of reading responses will be based on: clarity of communication, substance (do the talking points address one or two peripheral issues, or do they go “to the heart of the matter” and engage central themes?), and scope (is there evidence of serious reading, or could the points have been composed after reading only one or two paragraphs?).

Each reflective reading response is expected to be approx. 2 pages in length (12-point font, double-spaced, standard margins). You are expected to submit your response papers electronically via the appropriate LEARN/TURNITIN dropbox by 11:59pm on the Friday at the end of that course section (Due Dates: Friday, October 8, Friday, November 5, and Friday, November 26).

20% Film Response
In Week 4 (2.2 Pacifism and Moral Objection to War) you are required to watch the film ‘Selma’ available through UW/Kanopy. Your task is:
1) to construct a question that the film raised for you, and
2) to answer that question in a 3-5 page (double-spaced) written response that draws on at least two academic sources (you may use course materials).

You are expected to submit your response papers electronically via the appropriate LEARN/TURNITIN dropbox by Monday, October 18 at 11:59pm EST; please do not e-mail response papers. You will be evaluated according to the following: Technical (spelling, grammar, style, page numbers, referencing), Structure (introduction, argument, body, conclusion), Analysis and Creativity (is the posed question appropriate? logical? and quality of analysis).

25% Book Response
Twenty five percent of your final grade will be based on a book response. This assignment is intended to help you apply the concepts we have studied in the course to a book. This assignment requires that you engage with and analyze the book from the perspective of a particular theme encountered in the course.

- There is a book list on LEARN, or you may propose a book to the instructor for approval.

You are tasked with writing a 6-8 page (double-spaced) response. You may use any course material that you wish in your analysis of the novel or the film. The written response requires that you draw on at least four academic sources and engages the book through a lens of debates provided by just war, realism and/or nonviolence. The point is to illustrate a depth of conceptual understanding in your analysis.
You are expected to submit your response papers electronically via the appropriate
LEARN/TURNITIN dropbox by **Monday, November 22 at 11:59pm EST**; please do not e-mail
response papers. You will be evaluated according to the following: how you articulate the concept,
your skill in bringing the concept to light through the chosen text (this requires close reading of the
text), and your analysis of the text. This is inclusive of your own thoughts about the meaning of
what you have explored and the significance to the course.

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**30% Essay**

Thirty percent of your final grade will be based on an 8-10 page essay (double-spaced). The essay
will analyze actual debates about perceived “pros and cons” of violence and nonviolence within a
particular context of acute political conflict, in an effort to:

1) trace specific stances to particular actors and constituencies,
2) clarify how these views developed, and
3) identify obstacles to and opportunities for nonviolent change efforts.

The essay is your chance to apply concepts from course to a contemporary case of intrastate or
international conflict. The goal is to concretely identify different arguments about violence,
nonviolence, and war that are being made in a given context, and to analyze these arguments in
relation to course concepts and the overall scenario in which the people involved in the conflict find
themselves. Analyzing different arguments and tracing their sources should enable you arrive at
some tentative conclusions concerning the overall trajectory of the conflict – where it is going and
why. **This assignment is due by Tuesday, December 7, 2021 at 11:59pm.**

**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 an assignment 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 the final paper deadline we
go by the motto, “Late is better than never.” I recognize that life can be complicated and am willing
to work with those who take the initiative in their communications and demonstrate commitment
to getting the job done.
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Required Texts


*Available at the UW Bookstore (or most major bookstores)

A note on this text and the PACS 316/PHIL329 course materials
The content of the Hedges’ text, as well as others in this course, can be emotionally and intellectually challenging to engage with. The text includes graphic and intense content that discusses or represents the violent actions and damages of war. This material has been chosen based on the raw, profound and searing accounts of violent conflict and war that enable us as learners to acquaint and immerse ourselves in ongoing and continuous debates about nationalism, myth, and the validity of violence. I will do my best to make the remote classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content.

Please handle yourselves, the readings and each other with care.
Course Schedule

PART I: INTRODUCTIONS

1.1: Meeting One Another and Defining Our Purpose (Week 1 - Week of September 8-10)

Assigned reading:
- No readings for this week 😊

1.2 Confronting the Problem of Violence (Week 2 - Week of September 13-17)

Assigned reading:
  - “Introduction” pp. 1-17
  - “Chapter 7: Eros and Thanatos” pp. 157-185

PART II: THREE TRADITIONAL ARGUMENTS ABOUT POLITICAL VIOLENCE

2.1: War as an Instrument of Politics: POLITICAL REALISM (Week 3 - Week of September 20-24)

Assigned reading:
  - Download the whole book here
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Browse:

2.2: Just War Doctrine (Week 4 – Week of September 27-October 1)

Assigned reading:
- Vernal Education Project. “Just War Doctrine – Criteria” 2008

2.3: Pacifism and Moral Objections to Violence (Week 5 - Week of October 4-8)

Assigned Film:
- SELMA

Assigned reading:
  - Chapter 1: An Introduction to Nonviolence pp. 1-12
- Charles P. Webel and Sofia Khaydari, “Toward a Global Ethics of Nonviolence” Transcend Media Service (13 July 2020).

Browse:
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REFLECTIVE READING RESPONSE Due by Friday October 8, 2021 11:59pm via LEARN/TURNITIN Dropbox

---------------- READING WEEK ---------------- (Week of October 11-15)

PART III: WAR

3.1 The Myth of War (Week 6 - Week of October 18-22)

Assigned reading:
  - "Chapter 1: The Myth of War" pp 19-42.
  - "Chapter 3: The Destruction of Culture" pp 62-82.
  - "Chapter 4: The Seduction of Battle and the Perversion of War"

3.2: ‘The Plague of Nationalism’ (Week 7 - Week of October 25-29)

Assigned reading:
  - "Chapter 5: The Hijacking and Recovery of Memory” pp 122-141.
  - "Chapter 6: The Cause” pp 142-156.

3.3: Legacies of Conflict: A Discussion about Bosnia Herzegovina (Week 8 – Week of November 1-5)

Guest Lecture (ZOOM)
- Dr. Jasmin Ramović (Lecturer in Peace and Conflict Studies, University of Manchester, UK)

Readings:
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**REFLECTIVE READING RESPONSE** Due by Friday November 5, 2021 11:59pm via LEARN/TURNITIN Dropbox

**PART IV: NONVIOLENCE**

4.1: Principles and Methods of Nonviolent Action (*Week 9 – Week of November 8-12*)

**Assigned reading:**
- Bryant William Sculos “Pacifism by Every Other Name: The Political Ethic of the Anti-Racist Movement Against Systemic Violence” *New Politics* (July 10, 2020).

**Check out the 2021 Ontario Online IHL Conference – November 11 12:00-2:30 pm**

4.2: Dynamics/Forms of Nonviolent Action (*Week 10 – Week of November 15-19*)

**Assigned films:**
**Two Films from A Force More Powerful**
- **South Africa – Episode 1 (begins at 51:14)**
  In 1985, a young South African named Mkhulelo Jack led a movement against the legalized discrimination known as apartheid. Their campaign of nonviolent mass action, and a powerful consumer boycott in the Eastern Cape province, awakened whites to black grievances and fatally weakened business support for apartheid. View [here](#).
- **Chile – Episode 2 (begins at 51:52)**
  In 1983, Chilean workers initiated a wave of nonviolent protests against the military dictatorship of General Augusto Pinochet. Severe repression failed to stop the protests,
and violent opposition failed to dislodge the dictatorship—until the democratic opposition organized to defeat Pinochet in a 1988 referendum. View here.

Assigned reading:
- No readings for this week 😊

4.3: Does Nonviolence Really Work? (Week 11 – Week of November 22-26)

Guest Lecture (ZOOM)
- Steve Chase (Assistant Director of Solidarity 2020 and Beyond)

Assigned reading:
  - “Chapter 1: It Can Never Happen Here” pp 3-28

REFLECTIVE READING RESPONSE Due by Friday November 26, 2021 11:59pm via LEARN/TURNITIN Dropbox

PART V: CONCLUSIONS

5.1: How Can We Work for a More Peaceful Future? (Week 12 – Week of November 29-December 3)

Assigned reading:
  - Tobias Jones, ‘*Hail the Peacebuilders*’ AEON (8 June 2021)

Final Essay Due by Tuesday December 7, 2021 11:59pm via LEARN/TURNITIN Dropbox
IMPORTANT INFORMATION

Research Support:
Sarah Brown, librarian for Philosophy and Fine Arts, has offered one-on-one consultations for students who wish to talk to someone about their final essay topic and how to search for it. She can be reached at sarah.brown@uwaterloo.ca. Further, the library has also created a subject guide to help you carry out peace-related research. You can access this guide here.

If you need more Peace and Conflict Studies assistance, the subject liaison librarian, Laureen Harder-Gissing, is also 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.

There is opportunity for an organized workshop which showcases the Library’s Catalogue as well as one or two multidisciplinary databases. The goal of this workshop would be for students to find materials for their essay. Please let me know via email or the LEARN discussion board if this is something of interest.

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 from 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

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.

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/PACS cross-list will count in a Philosophy major
average, even if the course was taken under the Peace and Conflict Studies 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 this course 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.

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.