

Peace and Conflict Studies 203 / History 232

A History of Peace Movements

University of Waterloo

Fall 2023

Location: CGR 1302

Tuesdays and Thursdays – 11:30am-12:50pm



Instructor: Dr. Eric Lepp
Office Location: CGR 4207
Email Address: eric.lepp@uwaterloo.ca
Office Hours: Tuesdays 10-11am
Thursday 2:30-3:30pm

Contact Policy: 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.

Disclaimer: This syllabus may be subject to changes in course content as opportunities arise and new ideas emerge. The course requirements will not change.

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:

How did people of the past attempt to make peace in a world of war and conflict? This course is an introductory survey of individuals and groups that have created popular movements for peace globally and locally throughout history. The scope will be international, with a particular focus on 19th, 20th and 21st century movements. The choice of peace movements will allow for a contrast in comparison of ideology, strategy and impact.

Learning Outcomes:

Upon completion of this course, students should be able to:

- To gain an understanding of the historical nature of peace thinking and activism.
- To understand the ideologies and philosophies at the root of historic peace movements.

- Explain some historical trends in how peace movements evolve and respond to others (e.g. individuals, groups, corporations, governments) within their respective contexts.
- Think critically about tactics and strategies used by those advancing the cause of peace.
- Comment thoughtfully on the extent to which the experiences of historic peace movements can forewarn, inspire, or enhance contemporary peace activism.
- To appreciate differences of opinion and ideology with regard to pacifist responses to war and conflict.
- To reflect on and articulate your own ideas and values about peace and nonviolence.
- To develop research and writing skills.

Course Assessment:

Assignment	Weighting	Due Date
Readings 3-2-1	20% (4x5%)	Before start of class on Tuesdays* (LEARN) <small>* or Thursdays if marked in the syllabus</small>
Reflection Paper on Class Film	10%	Monday 2 October @ 11:59pm (LEARN)
Peace Song	5%	Friday 20 October @ 11:59pm (LEARN)
Peace Movement Profile Proposal	10%	Wednesday 25 October @ 11:59 (LEARN)
Peace Movement Profile Research Essay	30%	Friday 1 December @11:59pm (LEARN)
Final Exam	25%	In-person exam scheduled during the University of Waterloo exam period (8-21 December)

Readings 3-2-1 (20% - 4x5%)

An increasing problem in university classrooms is a lack of preparedness amongst students. Recent studies demonstrate that connecting readings and assignments leads to a deeper understanding of the course and material. Four times through the semester **before class begins on our Tuesday class** upload a document to the course LEARN page that demonstrates you have engaged the readings for the week.

The format is this:

3 points or ideas that stood out to you in the readings for the week.

- These should be contextualized and demonstrate engaged reading and summarization of text and ideas.

2 quotes that you think offered an interesting perspective

- These should include a few framing sentences explaining why this quote has stood out to you.

1 question that the reading evokes for you.

This should fit on 1-page. You will be evaluated on clarity, application of critical thinking skills, demonstration of knowledge, and the construction of informative questions.

Reflection Paper on Class Film (10%)

Neatly write or type a **two-page summary paper** reflecting on the content of our in-class film. Submit this to the LEARN Dropbox by **Monday 2 October** Taking detailed notes during the film viewing will help you create a meaningful reflection paper.

Your reflection paper should:

- Summarize the main purpose of the film.
- Be supported with at least three specific facts/details that the film provided related to the conscientious objection.
- Highlight a detail mentioned in the film that either interested or surprised you AND explain why it did.
- Include an additional question related to the film's topic.
- Conclude your paper with an overall statement that evaluates the significance of the topic explored (how/why is this topic important?, etc.)

This paper is to be written in complete sentences, use correct grammar, spelling, and formal writing conventions.

Please remember that you are reviewing the subject matter.

Peace Song Justification (5%)

On the Tuesday class in Week 6 we will have a class on the role of music in peace movements, the professor will be away for the Thursday class. In lieu of class on this day submit a link to what you consider the 'greatest' peace song. Provide a rationale (no more than 1-page). These will be compiled into a class Spotify playlist.

Peace Movement Profile Essay (10% and 30%)

ESSAY PROPOSAL (10%)

In Week 7, you are required to submit a 1-2 page proposal for your essay that will include the following:

- Working title for your essay.
- One paragraph that outlines the topic (approximately 200 words), including 1-2 sentences that define how your topic qualifies as a 'peace movement.'
- Preliminary bibliography/references of at least 4 sources that you have found thus far. Annotations are NOT required, but your sources should be listed corrected in Chicago or APA style. This gives you a good opportunity to practice your chosen citation style.

For research help, visit the Peace and Conflict Studies (PACS) subject guide online: [Peace and Conflict Studies: Getting Started](#).

If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, is available for consultation. Contact her by email through the research guide. Laureen and her staff at the Milton Good Library at Conrad Grebel University College are very helpful. If they are unavailable, you will be directed towards the University of Waterloo Library online reference services.

These websites may also be useful for the purpose of research on your topic:

- [Waging Nonviolence](#)
- [International Center on Nonviolence Conflict](#)
- [Albert Einstein Institution](#)
- [Metta Center for Nonviolence](#)
- [Global Nonviolent Action Database](#)
- [Nonviolence International](#)
- [Peace Magazine](#)

PROFILE ESSAY (30%)

In this course, you will be introduced to many peace movements represented by people, organizations, actions, events, and ideas. For this assignment, you will research and write a profile of a peace movement / group / individual. You should choose a topic that interests you and possibly relates to your own life in some way. Before you commit to a topic, you should determine that there are adequate sources available for your research and writing.

Here are the steps:

- Choose a peace movement of the past that interests you. Don't wait until your proposal is due in Week 7 to think about a topic. Glance ahead at the module topics in the course to see if something catches your interest. Think about your topic when we are working with the librarian, Laureen Harder-Gissing. Review [The Year in Peace and Justice History](#) link, to get ideas. Also, see the list above for some suggestions.
- If it is related to a topic we cover in class, it must be a particular aspect of that movement, ie. don't just write about Gandhi, write about a particular campaign within that movement; don't just write about the anti-nuclear movement, write about a particular happening, demonstration or organization that came out of the movement.
- Your research must include at least 6 different sources, only 3 of which can be websites; the other 3 must be print/published sources (books, journal articles, etc.); e-books or e-journals or e-magazines can be considered print sources (ask me if in doubt). You can use more than 3 print sources and less than 3 websites. Several different 'pages' on one website are considered 1 source. If this diversity of sources is difficult for your particular topic, check in with the instructor.
- Must be double-spaced, 12-pitch font, and approximately 1500 words (this means about 6 pages, not including citations and bibliography/list of references). I will not deduct marks if you are over the required word count by a bit, but if your essay is less than 1500, it probably lacks in detail and depth.
- Must have a title page, bibliography/list of references, and cite sources correctly and consistently.

- In order to ensure that your essay is original, that you are using quotation marks correctly, that you are paraphrasing and citing your sources, and not plagiarizing them, you should consider submitting a draft of your essay to Turnitin. You should do so 2-3 days before the final essay due date. You do not have to pay for Turnitin, nor login, nor provide a code.

Your essay should address the following questions, among other information you choose to offer:

- What event/issue prompted the formation of the movement (or motivated the individual/group)? Related to this, what are the aims/goals of the movement?
- What kind of nonviolent philosophy/ideology, if any, did the movement (or group/individual) espouse?
- What methods and tactics did the movement (or group / individual) utilize?
- Did the movement use a particular symbol to communicate its message?
- How has this past peace movement influenced the present? For example, does the movement still exist and how has it changed? Or, can you identify a present-day peace movement that was influenced by your chosen example from the past?
- Evaluate the success or failure of the movement, or your opinion regarding the potential for either.

Final Exam (25%)

The final exam is worth 25% of your final grade and will be scheduled during the formal exam period.

It will include:

- short answer questions (this includes multiple choice, matching, and identification questions).
- an essay question.
- It will include all class material (readings, lectures, films)

My intent in testing is not to 'trick' or 'trip' you up by asking obscure questions from the readings, but to encourage you take good notes and review the course material so as to retain the knowledge you have obtained.

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.

Course Schedule

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
1	September 7	Introduction to the Course <ul style="list-style-type: none"> - Approach to Course - Discussion of course outline and assignments - Expectations and Other Moving Pieces 		
2	September 12 & 14	Sept 12 Learning about Learning <hr/> Sept 14 Defining Peace Movements <ul style="list-style-type: none"> - Terms - Approaches 	- Tour of the Grebel Library - Learning about Resources <i>PACS Librarian – Laureen Harder-Gissing</i> <hr/> Thomas Socknat	September 14 - Readings 3-2-1
3	September 19 & 21	Sept 19 Climate Action for Peace <hr/> Ancient and Early Movements	A special 'Peace Week' class with Ken Ogasawara of MCC-Ontario <hr/> Hill – Karihwa'onwe – The Original Matters Reid – Olympic Sport	September 21 - Readings 3-2-1
4	September 26 & 28	Conscientious Objection and Draft Resistance	Stoesz – In our Blood Stewart – Rewriting History	September 26 - Readings 3-2-1 <i>In-Class Film</i>
5	October	The Nobel Peace Prize	Tønneson	October 2 – Film Reflection Due in LEARN Dropbox

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
	3 & 5		<p>Metta Spencer</p> <p>Take a look at: https://www.nobelprize.org/prizes/lists/all-nobel-peace-prizes/</p>	<p>October 3 - Readings 3-2-1</p> <p>October 3 – Class visit with PACS Librarian Laureen Harder-Gissing</p> <p>October 5 – In-class debate -- ‘Who should win the Nobel Peace Prize?’ -- ‘Who should we take the Nobel Peace Prize away from?’</p>
	October 7-15	Thanksgiving / Reading Week / Term Break		
6	October 17 & 19	<p>October 17 Peace Music</p> <hr/> <p>Lepp Away October 19 Independent work</p>	<p>Anderson Sá – Great Peacemakers (Chapter 4)</p> <p>James Garratt – Performing Protest: Music and Activism</p> <hr/> <p>N/A</p>	<p>October 20 – Peace Song Justification Due in LEARN Dropbox</p>
7	October 24 & 26	<p>October 24 Lepp Away Independent work</p> <hr/> <p>October 26 Methods and Thinkers - Tolstoy - Thoreau</p>	<p>N/A</p> <hr/> <p>Brock – Tolstoy</p> <p>Beller and Chase – Thoreau (Chp 1 Great Peacemakers)</p>	<p>October 24 - Readings 3-2-1</p> <p>October 25 – Essay Proposal Due in LEARN Dropbox</p>
8	October 31 & November 2	<p>Methods and Thinkers</p> <p>October 31 - Thich Nhat Hanh - Gene Sharp</p> <hr/> <p>November 2 - Gandhi - Abdul Ghaffar Khan</p>	<p>Hanh – Chapter 4 & 9</p> <p>Gene Sharp – Chapter 39</p> <p>Chapter 1 – The Strategic Turn – Engler and Engler</p> <hr/> <p>Brown – Gandhi and Civil Resistance</p> <p>Ghaffar Khan article</p>	<p>October 31 - Readings 3-2-1</p>
9	November	Movements	Kragh Hansen – Danish War Resisters	November 7 - Readings 3-2-1

Week	Date	Topics	Readings/Resources	Assignments/Evaluation
	7 & 9	November 7 Resisting the Nazis <hr/> November 9 Civil Rights Movement	<hr/> Cortright – Learning Lessons Hasak-Lowy - Chapter 3 MLK and Project C	Think About: Martin Luther King Jr. Dorothy Cotton Rosa Parks Viola Desmond ...among many
10	November 14 & 16	Movements November 14 Nuclear Disarmament <hr/> November 16 OTPOR!	Berrigan – Nuclear weapons ruined my life Wittner – The power of protest <hr/> Kurtz – Otpor and the Struggle for Democracy in Serbia Popovic – Laugh Your Way to Victory	November 14 - Readings 3-2-1
11	November 21 & 23	Movements November 21 Gender-based Peace Movements <hr/> November 23 Environmental Peace Movements	Hernandez – The Mothers La Plaza de Maya <hr/> Scott – Peace Profile: Wangari Maathai and the Green Belt Movement Wilson – Greta Thunberg and the Power of Strategic Movement Messaging	November 21 - Readings 3-2-1
12	November 28 & 30	Movements November 28 Indigenous Emancipation <hr/> November 30 Wrapping Up	Readings TBD <hr/>	November 28 - Readings 3-2-1 December 1 – Peace Movement Profile Essay Due in LEARN Dropbox
13	December 5	Conclusions		

Course Readings:

All course readings are available on the PACS 203 LEARN page.

IMPORTANT INFORMATION

Research Support:

If you need assistance, the subject 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 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 or Extenuating Circumstances:

As a student, you may encounter situations such as significant illnesses, ongoing medical conditions, or other circumstances that prevent you from meeting academic obligations.

The [Accommodations section](#) of the Undergraduate Calendar provides an overview for accommodation.

Self-Declaration on Quest

You can [self-declare](#) an absence on Quest for pandemic-related reasons or short-term reasons. Obtain a [Verification of Illness Form](#) (VIF) for other conditions and follow the instructions below for submission of a VIF and/or supporting documentation.

Verification of Illness Form

The [Verification of Illness Form](#) is used by instructors to make accommodation decisions for missed mandatory assessments (labs, quizzes, midterms, final exams, etc.).

Here is the link to the Arts [Accommodations for illness or extenuating circumstances](#) site.

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.

Generative Artificial Intelligence

This course includes the independent development and practice of academic writing. Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](#) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI](#), n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- [Student Success Office](#) for help with skills like notetaking and time management
- [Writing and Communication Centre](#) for assignments with writing or presentations
- [AccessAbility Services](#) for documented accommodations
- [Library](#) for research-based assignments

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.