A History of Peace Movements
PACS 203 / HIST 232

Winter 2019
SAMPLE SYLLABUS FOR PLANNING PURPOSES ONLY

GENERAL INFORMATION
1. Class time: 6:00pm to 8:50pm on Monday evenings
2. Class location: CGUC #1302
3. Instructor: Matthew Bailey-Dick (mrbailey@uwaterloo.ca)
4. Office hours: Mondays 4:30 to 5:30pm and Tuesdays 12:00 to 2:00pm in CGUC #1301

DESCRIPTION
Many historical accounts explain human advancement in relation to the socio-political dynamics of war and violent conflict. Another approach is to see history as an age-old pursuit for the things that make for peace. Depending on how we look at the past, the quest for peace becomes either obscured or highlighted. The purpose of this course is to cast light on how peace movements have developed in the past, to gain an appreciation for the variety of strategies used within peace movements, and to learn about some of the theoretical, tactical, and organizational aspects of becoming active protagonists within peace history. This last point will form the basis of a major course assignment involving making peace history through the process of planning and creating peace museum exhibits.

Through lectures, readings, videos, guest speakers, and interactive exercises, this course provides an overview of many individuals and groups that have created popular movements for peace and social justice in the twentieth and twenty-first centuries. The selection of class materials will allow for contrasts and comparisons in terms of the ideology/faith, geography, strategy, and impact of various peace movements. We will also explore the interplay between anti-war resistance and proactive peacebuilding.

LEARNING OUTCOMES
By the end of the term, students should be able to:
1. Describe a variety of ideologies, philosophies, and/or spiritual traditions that give rise to historic peace movements.
2. Explain some historical trends in how peace movements evolve and respond to others (e.g. individuals, groups, corporations, governments) within their respective contexts.
3. Think critically about tactics and strategies used by those advancing the cause of peace.
4. Comment thoughtfully on the extent to which the experiences of historic peace movements can forewarn, inspire, or enhance contemporary peace activism.
5. Identify some connections between making history and making peace.
REQUIRED TEXTS
2. *Additional online readings* in library Course Reserve system (see list on page 8).

SUMMARY OF ASSIGNMENTS
1. Discussion group participation = 20% = 5% for each of four discussions
2. Mini-essay = 15%
3. Peace museum proposal = 5%
4. Peace museum updated proposal and bibliography = 8%
5. Peace museum exhibit = 32%
6. Integration assignment (take-home) = 20%

DETAILED LIST OF ASSIGNMENTS

Discussion group participation
Discussion group participation is worth 20% (*for each of four discussions*). At the start of the term, the class will be divided randomly into discussion groups of four members each. (As needed, a few groups might have five group members.) These groups will remain the same for all four of the scheduled discussion assignments:

1. In-class discussion groups – Each of these two discussions will cover four library reserve articles (see schedule below). Each group member chooses a different article so that all articles are covered. Read your chosen article, then prepare a one-pager that will enable you to present that article to your group members (give a hard copy of the one-pager to each group member, too). Your one-pager should include some summary statements (e.g. bullet points) about the main points of the article as well as several questions that the article generates for you. Be prepared to present for eight to ten minutes and then respond to questions from your group members. All group members will take turns presenting about their respective articles on the same day. At the end of the in-class discussion group time, the instructor will facilitate a brief self-assessment activity, and then each student will submit a hard copy of their one-pager to the instructor (please make sure the one-pager includes your name and the title of your chosen article).
   a. Discussion #1 (January 21): reserve articles from (1) Barker; (2) Lafrance and Sears; (3) Okemaysim-Sicotte, Gingell, and Bouvier; and (4) Rodgers.
   b. Discussion #4 (February 25): reserve articles from (1) Blanch, Hertzog, and Mahameed; (2) Flesher Fominaya; (3) Lozano; and (4) Williams.
2. Online discussion group – Each of these two discussions will take the form of a save-the-last-word-for-me discussion hosted on the Learn site, as follows:
   a. On the Monday night of the appointed week (by 11:30pm), group members A and B initiate the online discussion. Each of these two “initiators” post a brief excerpt from the assigned reading for that week (e.g. three to four sentences) that they think is particularly important, fascinating, compelling, or debatable. They do not give any indication about why they posted the excerpt.
   b. Between Tuesday and Friday, group members C and D respond to the two excerpts by offering their interpretation of why the excerpts are important, fascinating, compelling, or debatable. In other words, member C offers their interpretation of both original posts, and member D also offers their interpretation of both original posts. Also between Tuesday and Friday, group members C and D can respond to each other’s posts. Group members C and D should finish their posts by Friday at 11:30pm.
   c. By Monday afternoon at 5pm at the latest (almost one full week after the discussion began), group members A and B each conclude the discussion by having the last word – i.e. they each explain why they chose their respective excerpt from the reading, and they each articulate what they learned from reading the comments from members C and D.
   d. Discussion #2 (online starting January 28): group members A and B initiate the discussion based on Engler and Engler chapter 3.
   e. Discussion #3 (online starting February 11): group members C and D initiate the discussion based on Engler and Engler chapter 5.
   f. All online discussion posts should be written in full sentences (i.e. no texting abbreviations).

Mini-essay
The Mini essay is worth 15%. The point of this assignment is for you to articulate your own thoughts about a key tension within the history of peace movements – namely, the tension between different ways to plan for and carry out social change. In the first three chapters of This is an Uprising, Engler and Engler explain this tension between structured, long-term organizing and disruptive, mass protest, and then they begin to make a case for a hybrid approach that they refer to as momentum-driven mobilization.

1. At the beginning of your mini-essay, indicate which one of the following approaches seems most persuasive to you: (a) structured, long-term organizing, (b) disruptive, mass protest, (c) the hybrid momentum-driven mobilization, or (d) some other approach that is not well-reflected in any of the first three options. Choose with confidence because each of the four options is completely valid!
2. Use most of your writing to explain the strengths and the weaknesses of your preferred approach, especially in terms of how this approach contributes to the pursuit of peace. Provide a few specific historical references that can substantiate your claims.
3. (optional) If you think it is relevant, include brief consideration of any philosophical, religious, or ethical traditions that have something to say about how to resolve or manage this tension in terms of working for peace.
4. Do not simply regurgitate other sources (e.g. Engler and Engler). Refer to other sources as needed, but prioritize your own opinion, your own critique, your own thoughtful response. Use direct quotes sparingly.

5. Length: Four to five pages (1500 to 1800 words). Submit to Learn Dropbox by 11:30pm on February 4.

Peace museum proposal
The Peace museum proposal is worth 5%. This is the preliminary stage of working toward the design and creation of a peace museum exhibit. After forming a group of two or three people, decide together on a topic (see list of sample topics below). Prepare a one-page proposal that includes:

1. Names of group members
2. Tentative title
3. Paragraph explaining what your group plans to do with the topic (i.e. how you will bring focus to the topic)
4. Several key questions that will guide your research
5. List of three or four preliminary sources that you might use for your research (in order to establish the availability of sources).
6. Submit to Learn Dropbox by 11:30pm on Friday, February 8.
7. List of sample topics for peace museum project:
   a. Anti-nuclear movement
   b. International campaign to ban landmines
   c. #MeToo movement
   d. Black Lives Matter
   e. Idle No More
   f. LGBTQ rights movement
   g. US civil rights movement
   h. Canada civil rights movement
   i. Gang-violence prevention campaign
   j. Sept. 11 Families for Peaceful Tomorrows
   k. Environmental movement
   l. Philippines 1986 revolution
   m. Arab Spring 2011
   n. Israeli-Palestinian joint efforts toward peace
   o. Peace Brigades International
   p. 2003 movement to stop the war in Iraq
   q. The spread of victim-offender reconciliation
   r. Make Poverty History campaign
   s. Truth and Reconciliation efforts in Canada/Turtle Island
   t. Movement to end the Vietnam War
   u. Women’s suffrage movement
   v. Greenham Common
   w. Counter-recruitment (truth-in-recruiting) movement
   x. Nonviolent resistance during World War II
y. Interfaith peacebuilding – e.g. Fellowship of Reconciliation
z. Voice of Women
aa. Women’s International League for Peace and Freedom
bb. Anti-apartheid movement
cc. Never Again MSD
dd. Occupy movement
ee. Food sovereignty movement
ff. Gandhi and the 1930 Salt March

Peace museum updated proposal and bibliography
The peace museum updated proposal and bibliography is worth 8%. Submit an update to your original peace museum proposal, including the following:

1. Any changes to the topic and/or specific emphases within the topic
2. Confirmation of or update to the list of key research questions, along with a brief explanation for why you are confirming or updating the key research questions.
3. Brief outline of the specific roles of individual group members – i.e. an explanation of what each member will do, what role they will play in the preparation of the exhibit
4. Draft bibliography of at least ten sources. Strive for a balance of scholarly books, journal articles, web-based sources, mainstream books, etc.
5. Length: One to two pages
6. Submit to Learn Dropbox by 11:30pm on Friday, March 1.

Peace museum exhibit
The peace museum exhibit is worth 32%. After working together as a group to research, design, and create your peace museum exhibit, the project culminates in an end-of-term “pop-up peace museum” in which all the groups set up their respective exhibits. Each exhibit will focus on a particular topic within peace movement history, and the goal for each exhibit is to be both informative and interactive (earlier in the term we will discuss what this could look like). If feasible, students will work together to launch the museum during the late afternoon on Monday, March 25 in order to welcome staff, students, and faculty from Grebel and the UWaterloo campus; if this is not feasible, students will launch the museum for each other during regular class time on Monday, March 25. Each exhibit should be designed according to the following:

1. Based on a table-top display such as a three-panel display board that is 36 inches high and 48 inches wide (although variations would be welcome)
2. Creative and/or visually appealing design
3. Informative vis-à-vis the topic – e.g. overview, contextual details, key historical individuals and/or groups involved, explanation of why/how this topic fits into peace movement history, consideration of strategic/tactical issues involved, description of the impact/effectiveness of the movement, and an elaboration of any unresolved questions
4. Timeline if appropriate
5. Thoughtful use of the minimum ten sources (including proper citation)
6. Bibliography should be on a separate sheet (i.e. not on the display itself) and should be easily available if a visitor wants to clarify any sources
7. Photos and/or visual imagery and/or physical objects to illustrate the topic (but be careful not to use images in order to fill space)
8. Interactive vis-à-vis the topic – i.e. the exhibit invites interaction and engagement on the part of the visitor. Interaction can be invited in many ways – e.g. creative juxtaposition of information, posing provocative or complex questions about the topic, encouraging the visitor to do some sort of embodied learning activity, imaginative use of props, artifacts, or images, or an in-person way of animating the physical display. Part of the grade will be based on the effort and design toward interactivity, not the actual interactivity that occurs or does not occur when the exhibit is set up.
9. Exhibit is a collaborative project. Group members are responsible to share the workload fairly.
10. By Tuesday, March 26 at 11:30pm at the latest, each group submits one digitized version of the entire display (i.e. PDF versions of all individual display panels, PDF of bibliography, digital photo of an accompanying physical object, etc.) along with a clear indication of whether the group wants (a) one single, common mark or (b) a pool of marks from which to determine individual marks.

Integration assignment
The integration assignment is worth 20%. The purpose of this assignment is to integrate and compare various themes, historical examples, and ideas covered during the term. The assignment will include two parts: (1) shorter answer questions that are meant to assess, compare, and contrast the various movements, readings, theories, and other materials covered during the term (this is a good reason to attend all classes!); and (2) an integration-reflection essay question in which you will articulate some of the ways you are integrating the course themes and reflecting on your own life vis-à-vis the history of peace movements. A study sheet with specific topics will be handed out near the end of the course.

1. The actual assignment questions will be posted on LEARN by 9:00am on Wednesday, April 10 and you must submit the assignment to Dropbox by 9:00am on Friday, April 12.
2. Suggested length: 5 to 7 pages (1800 to 2600 words)

SCHEDULE

Week 1 (January 7) - Introduction
• Setting the stage, looking at a framework for understanding the whole, and clarifying our methodology vis-à-vis history and peace and conflict studies.
• Assigned readings: (no readings required)

Week 2 (January 14) – Chapter won?
• Religious and spiritual approaches to peace, early Canadian peacemaking efforts, and the long, frustrating, exhilarating, blood-sweat-and-tears wrestling match of history
• Assigned readings: Engler and Engler – Introduction and Chapter 1 and Chapter 2
Week 3 (January 21) – 20th century I
- Peace efforts during times of war, early 20th century practices of nonviolence
- Assigned readings: articles for Discussion group #1
  o In-class discussion group #1

Week 4 (January 28) – 20th century II
- War resisters, conscientious objectors, and civil resistance during World War II, and the interplay between resisting violence and building a culture of peace.
- Assigned readings: Engler and Engler – Chapter 3
  o On-line discussion group #2 starts January 28

Week 5 (February 4) – 20th century III
- The civil rights movement, the anti-Vietnam War movement, and the historical interplay between the Great Person and the Great Group.
- Assigned readings: Engler and Engler – Chapter 4
  o February 4 – Mini-essay due
  o February 8 – Peace museum proposal due

Week 6 (February 11) – 20th century IV
- Peace movements against nuclear weaponry, and the evolving political and social influence of peace activists.
- Assigned readings: Engler and Engler – Chapter 5
  o GUEST SPEAKERS: Sexual Assault Support Centre of Waterloo Region
  o On-line discussion group #3 starts February 11

Week 7 (February 18) – Reading week – no classes
- Assigned readings: Engler and Engler – Chapter 6 and Chapter 7

Week 8 (February 25) – 21st century I
- Mass movements, spontaneous political mobilizations, and wielding “people power”
- Assigned readings: articles for discussion group #4
  o In-class discussion group #4
  o Peace museum updated proposal and bibliography due March 1
Week 9 (March 4) – 21st century II
- Peace activism during spasms of terrorism and counter-terrorism, the commandeering of peace rhetoric, and the mandate to protect the innocent.
- Assigned readings: Engler and Engler – Chapter 8

Week 10 (March 11) – 21st century III
- Confronting the interlocking systems of militarism, sexism, racism, classism, and the age-old patterns of domination and submission.
- Assigned readings: Engler and Engler – Chapter 9
  - GUEST SPEAKERS: Mino Ode Kwewak N'Gamowak (Good Hearted Women)

Week 11 (March 18) – 21st century IV
- Activism from Occupy to the Arab Spring, and from #MeToo to protests against gun violence. And asking a direct question: What if we see ourselves on the stage?
- Assigned readings: Engler and Engler – Chapter 10 and Conclusion

Week 12 (March 25) – Peace Museum!!
- Consolidating the main patterns, capacities, and limitations of peace movement history, and brainstorming how we might agree on the “blueprints for peace”.
- Assigned readings (no readings required)
  - Peace museum exhibit due on March 25
  - Digitized version due on March 26 at 11:30pm

Week 13 (April 1) – Conclusion: Teaching the movement to be unconquerable
- The role of peace education in general, the significance of our peace-related learning experiences at the University of Waterloo, and the mysterious reservoir of hope.
- Assigned readings: (no readings required)
  - Integration assignment will be posted on LEARN by 9:00am on Wednesday, April 10. The assignment is due by 9:00am on Friday, April 12

EXPECTATIONS FOR ALL WRITTEN ASSIGNMENTS
- 12-point Times New Roman font; one-inch page margins; double-spaced text
- Word format (preferred) or PDF format submitted to Dropbox. No other formats please.
- Turabian-style endnotes and bibliography – i.e. not footnotes and not author-date. Visit this Turabian quick guide for more information.
- Title pages, endnotes, and bibliographies are not included in page counts or word counts
• Inclusive language – use language that promotes respect, inclusion, and justice vis-à-vis gender, culture, sexual orientation, ability/disability, etc. Write for a diverse readership.
• Students are expected to complete the assignments by the dates and times indicated. Extensions will be granted only under extenuating circumstances as determined in consultation between the student and the instructor. In cases where an extension has not been granted, a penalty of 5% (of the total mark available for the assignment) will be incurred for each additional day beyond the due date, including each day of a weekend.

ONLINE RESERVE READINGS FOR DISCUSSION GROUPS

OTHER IMPORTANT INFORMATION
LEARN site
Various course-related materials will be posted on the LEARN site for PACS 203/HIST 232. It is the student’s responsibility to regularly check the LEARN site for updates, announcements, additional readings, etc.
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).

Turnitin.com

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is 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/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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 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. 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 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.

Intellectual property
Students should be aware that this course contains the intellectual property of their instructor and/or the University of Waterloo. Intellectual property includes items such as: (1) Lecture content, spoken and written (and any audio/video recording thereof); (2) Lecture handouts, presentations, and other materials prepared for the course (e.g. PowerPoint slides); (3) Questions or solution sets from various types of assessments (e.g. assignments, quizzes, tests, final exams); and (4) Work protected by copyright (e.g. any work authored by the instructor or used by the instructor with permission of the copyright owner). Course materials and the intellectual property therein are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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

On Campus

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

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

Full details can be found online on the Faculty of Arts website. Download UWaterloo and regional mental health resources (PDF). Download the WatSafe app to your phone to quickly access mental health support information.

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.

Note for students with disabilities
The AccessAbility Services office, located on the first floor of the Needles Hall extension (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 AS office at the beginning of each academic term.