Course Description:

This foundational course provides an overarching conceptual framework for the MPACs program. The purpose of the course is to introduce and analyze three basic organizing concepts: the state, market and civil society. These three concepts are understood to represent critical sectors of society that have significant roles and responsibilities in building and sustaining peace. During this course, you will explore the three concepts, their historical evolution and their points of intersection. You will also analyze the roles and responsibilities of civil society, market, and state actors as agents capable of creating just and humane structures. Case studies will be used to examine how individuals and groups leverage collaboration amongst sectors of society, as well as the challenges they face in working to advance positive systemic change.

Learning Outcomes:

Students who participate in this course will be able to:

- Define central concepts in the field (civil society, the state, the market, order, good governance, peacebuilding);
• Describe the history and development of thinking around the key concepts (state, civil society, market);
• Apply theory to case studies of civil society peacebuilding;
• Identify and assess challenges at the intersection of government, market and civil society in peace initiatives;
• Produce a conceptual map of the relationships between civil society, governance, market and peacebuilding;
• Identify the main argument and analyze supporting evidence in an article or chapter;
• Construct a graduate-level research paper.

Required Textbooks:


Course Requirements and Expectations

Seminar Participation and Case Presentation 25%
Analytical Papers (4) 20%
Concept Map 15%
Proposal and Final Paper 40%

Participation (15%): This course will be run as a seminar. This means that lectures will be kept to a minimum in order to introduce a given topic or case, and the majority of our class time will be discussion.

A seminar is in many ways a conversation among people who share a common interest in expanding their understanding of an idea or a specific topic; in our class we are expanding our understanding of peace and the interconnections between civil society, governance and the market as sectors that contribute to a just and humane peace. Seminars provide a setting wherein you share your views and listen to those views and insights around you in order to expand, improve and deepen our collective understanding. A seminar promotes the skills of conversation; a complex set of habits and attitudes which, in large part, determine our abilities to deal with others in a group setting and are helpful in conflict resolution practice. The discussions that begin in-class will hopefully continue outside the classroom. The rationale for seminar-style learning rests on the finding that students learn far more from actively talking and listening to each other than they do from listening passively to a lecturer. Further, students remember what they learn in a seminar better than they do with lectures.

Unfortunately, successful seminars do not just happen. Those participating have to work to create and sustain a conversational setting in which, individually and collectively, the aims of the seminar are realized as fully as possible. This demands a continuing commitment from everyone to make the
enterprise work. In our seminars, we will use three or four key questions as a launching point for our exploration and analysis of the readings each week to which you will need to contribute constructively and analytically. Course readings must be completed before coming to class in order to contribute appropriately and understand the subject-matter at hand.

**Team Case Presentation (10%):** The case presentation is designed for you and a colleague to work together in order to analyze a particular civil society peacebuilding initiative, and to present your analysis to the class. You can choose to focus on a particular project or intervention that one civil society organization is pursuing, or you can choose to analyze an initiative that involves “civil society” broadly (e.g. the role of civil society within the Dili International Dialogue on Peacebuilding and Statebuilding). Presentations will occur in the second half of class time, after our break.

Your presentation should:
1) Provide a very brief outline of the case (3-5 min. on background);
2) Provide a handout (with any details you wish to convey);
3) Analyze theoretically the way peacebuilding actors in a particular initiative understand the way civil society relates to the state and market in the pursuit of peace. In order to analyze the initiative theoretically, you’ll need to apply to your case concepts that we have covered in class (you are only responsible for choosing from the concepts we have used up to the point of your presentation);
4) Highlight two or three ways in which the civil society approach appears to be positive (why is it a good way to operate in the pursuit of peace?);
5) Identify two or three weaknesses in their efforts vis-à-vis their relationship to the market and/or government.

If you are using power point, ensure that your slides focus on titles, big ideas and visual aids. Provide any detailed content in the handouts rather than the PowerPoint. Your presentation should be no more than **15 minutes** in length, and you should be prepared to take about 15 minutes of Q&A at the end of your presentation. You are required to meet with me **two weeks in advance** of your presentation to review your case selection and the content of your presentation. Think about ways to use multi-media in your presentation (e.g. short video-clips, maps, think about setting up background and links on blackboard for people to look at before coming to class, etc.).

**Analytical Papers (20%):** Over the term, you are required to write four (4) analytical papers, which are each worth 5% of your grade. The analytical papers must be between 500-600 words in length (double spaced, 12 pt font; should be about 2 pages plus a bibliography; please use Chicago Manual of Style or APA format for your citations). In the analytical papers you need to: 1) briefly summarize one of the readings for a given week; 2) identify the main argument for that reading; 3) cite the strongest supporting empirical evidence for the argument; and 4) identify the greatest weakness that might be identified with respect to the evidence and implications for the argument; 5) conclude with your brief assessment of the argument based on the evidence. You can choose to analyze either a journal article or a book chapter; be sure to choose a piece that has both an argument and empirical evidence. You can only hand-in one analytical paper per week, and you can choose which weeks to write your papers. The papers are due before class starts (hand in hard copies unless otherwise instructed) on the day that the reading you are analyzing is assigned as a required reading. You will be graded on: accuracy of summary, use of evidence, organization and clarity, and quality of analysis.
**Concept Map** (15%): Over the first half of the course, we will be reading a wide variety of materials that analyze the relationship of civil society to governance and the market. This assignment is an opportunity for you to visualize and plot the relationship between these three main concepts. Be creative and come up with your own image of how they relate (metaphors may help). You are required to hand-in a one-page visual that diagrams the relationship between the three concepts, and an 800-1000 word short essay that describes the relationships amongst the terms to accompany your diagram. In your description, draw-in ideas from our class readings and cite them (bibliography not included in word count).

**Research Proposal** (5%) and **Paper** (35%): A medium-length research paper is due at the end of the course, by 5pm on Friday **December 7, 2012**. The paper should be 7,000 – 8,000 words (double spaced, 12 pt font; word count does not include bibliography; use Chicago Manual of Style or APA format for your citations). In the paper analyze a particular theme, issue, case, problem or puzzle that we have discussed in class in a deeper and more systematic way. A three to four page **proposal** for the paper is due **October 30, 2012 at the start of class**. The proposal should outline what you are investigating (state the problem that you are addressing and your research question), its significance (why is it important to study this problem and this question), how it relates to the course material (what does it add to our understanding of a particular paradigm) and how you will address the research question. Include a preliminary bibliography with your proposal. Note that you will need to read some initial material in the area in order to develop a solid proposal.

Need research help? Visit a help desk at any University of Waterloo library or visit the PACS subject guide online (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.

**Paper Deadline Policy:** Your analytical papers are due at the start of class on the day that the particular reading you are analyzing is assigned; they are due in hard copy unless otherwise instructed. Please note that papers not turned in on-time will lose 1/3 of a grade (e.g. a B+ becomes a B) and further mark penalties will be incurred over time, except in cases of genuine emergency.

**Grading Policy:** "F": Failing work. "D": Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C": Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and involves memorizing details and material. "B": Good ability to explain how certain issues and events are related to one another according to explanations currently held in the field; sees relationships between events and theories and can reproduce arguments. "A": Excellent, independent and original thinking and/or creative work.

**Academic Integrity:**

Students are expected to follow the standards of academic integrity set forth by the University. Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken. Please see me if you have any questions about what constitutes a violation of academic integrity. You can take a tutorial and read more about the University’s commitment to Academic Integrity at: [http://www.lib.uwaterloo.ca/gradait/](http://www.lib.uwaterloo.ca/gradait/)
Recommended Reading:

If you are new to the field of peace and conflict resolution, you may find it helpful to read the following two pieces to help put basic terms and ideas into perspective:


Course Schedule:

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class and on LEARN. Please note that you are responsible for checking LEARN for updates regularly.

I. INTRODUCTION

Week 1 Sep. 11: Introduction, Learning and Theory
Introductions, review syllabus, course objectives, course format and learning objectives

Required Reading:

Discussion Questions:
1) What is the purpose of learning for Ishmael? For the narrator? For you?
2) Whom do we learn from?
3) What role does theory play in our learning?

Week 2 Sep. 18: The Hope: Powering Change
Assignment: Bring to class one example of a civil society peacebuilding initiative (beyond the ones assigned in the required reading). Be prepared to describe the initiative, and how the relationships between civil society, the market and state are conceptualized (either implicitly or explicitly).

Required Reading:

- Watch The Wajir Story produced by Responding to Conflict, filmed by Robert Maletta and produced by Trojan Horse Productions Ltd with funding from Comic Relief and the Samuel Rubin Foundation Available on-line at http://vimeo.com/9935744

Discussion Questions:
1) What are key features of civil society peacebuilding based upon the required readings and the video?
2) What are the relationships (inferred or explicit) between civil society and the market, and civil society and the state in pursuing peace? Are there specific tensions that appear to be problematic?

II. HISTORICAL PERSPECTIVES: STATE, MARKET, CIVIL SOCIETY

Week 3 Sep. 25: The polis as civil society

Required Reading:

Discussion Questions:
- What is unique about the classical Greek concept of the state and polis?
- In what ways do the Greek and medieval concepts of the polis and civil society shape Kaldor's argument?
- Have we lost or gained anything in separating out governance (and politics?) from civil society?

Week 4 Oct. 2: The market as civil society

Required Readings:

Discussion Questions:
• Why was thinking about the market as civil society an innovation?
• What insights do Hegel and Marx provide in understanding the risk to society in separating political and economic spheres?
• Are the concerns of Hegel, Marx, Pasha and Blaney relevant today for our peace work? Why or why not?

Week 5 Oct. 9: Civil society as the organized space between…

Required Readings:

Discussion Questions:
• Drawing on Ehrenberg and Yeatman, what do we gain by thinking about civil society as separate from the state and market? What are we in danger of losing?
• Should we use the term civil society in socio-political contexts which do match those of its European origins? Why or why not? And, if not, what else should we use?

Case Presentation Team:________________________________________

Week 6 Oct. 16: Civil society as the organized space between … (continued)
Concept Map Due Today

Required Reading:

Discussion Questions:
• What key distinctions between the three approaches to civil society (functional, normative, dialogic) identified by Edwards stand out as important to you? Why?
• What are the relationships between Edwards’ three contemporary approaches and the historical categories of civil society we have explored in previous classes?
In thinking about civil society peacebuilding, what do the functional, normative and dialogic approaches suggest?

III. CONNECTING THEORY TO PEACE PRACTICE

Week 7 Oct. 23: Challenges in working with the Bad and Uncivil in Conflict

Required Reading:

Discussion Questions:
- Do the concepts of bad or “uncivil” society help our analysis of civil society interventions? Why or why not?
- What do these readings suggest is important to consider if you pursue peace through civil society interventions?
- What are the implications for how we think about the state-civil society and civil society-market relationships to build peace?

Case Presentation Team:________________________________________

Week 8 Oct. 30: Building Social Capital for Peace

Paper Proposal Due Today

Required Reading:

Discussion questions:
• What are the strengths of focusing peacebuilding on social capital (bridging, linking, bonding)?
• What are the limits of focusing peacebuilding on social capital? Is this problematic?
• Is social capital a departure from the more classical understandings of civil society that we looked at earlier?

Case Presentation Team: __________________________________________

Week 9 Nov. 6: Functional Perspectives on Civil Society Peacebuilding
Guest speaker: Timothy Donais, Associate Professor, Global Studies at Wilfred Laurier

Required Reading:

Discussion Questions:
• In these pieces, there is some discussion of the history of the term and then a move to categorize civil society peacebuilding work into terms of various functions. What is gained or lost by moving to a functional perspective?
• How do these approaches conceptualize power amongst civil society actors? (use a general definition of power, such as the ability to influence, or Robert Dahl’s 1961 definition that it is the ability to get another party to do that which they otherwise would not do)
• How do these approaches address politics and the “uncivil” in civil society?

Week 10 Nov. 13: Normative Civil Society Peacebuilding

Required Reading:

Discussion Questions:
- What vision of the good does Lederach’s peacebuilding approach offer?
- What does Lederach expect of actors in all three sectors (state, market, civil society)?
- What are the strengths and limitations of viewing civil society peacebuilding normatively?

Case Presentation Team: ____________________________________________

Week 11 Nov. 20: Civil Society as the Public Sphere

Required Reading:

Discussion Questions:
- Several authors suggest that civil society plays an important function in pressuring actors (Track I actors, or economic actors) to be more democratic and/or transparent and/or accountable. Does there approach suggest a return to a more historical conception of the *polis*?
- How do these civil society actors fit with Edward’s concept of a “public sphere”?
- Is there good evidence to support the idea that civil society does pressure groups to be democratic, transparent, or accountable? What does this suggest for civil society’s role in peacebuilding work more broadly?

Case Presentation Team: ____________________________________________

Week 12 Nov. 27: Synthesis and Conclusions

Final Paper due Dec. 7, 2012 by 5 pm in Dropbox on LEARN
Additional recommended readings:


