PEACE AND CONFLICT STUDIES 610

Contemporary Nonviolent Movements
Conrad Grebel University College
University of Waterloo
Winter 2020

Instructor: Dr Eric Lepp
Office Location: Grebel 2125
Email Address: eric.lepp@uwaterloo.ca
Office Hours: By Appointment

Class Location: ZOOM
Class Time: Wednesday 7-9pm EST

Contact Policy: I am happy to assist you in whatever capacity I can. Please do email me, and we will try to find a mutually convenient time.

Course Calendar Description:
“Through comparative case studies, this course examines contemporary nonviolent movements that illustrate pacifist and other nonviolent strategies for advancing social justice and other high-value political goals. Local, national and transnational campaigns that seek to shape the agenda for global change are examined alongside movements of more limited scope and ambition (e.g. national liberation movements, civil rights campaigns, struggles for democracy). Throughout, attention will be given to trends in practice and to debates concerning the effectiveness, ethical significance, and current relevance of nonviolent change methods.”

Learning Objectives:
- To understand the past and present meaning of nonviolence as a concept, philosophy, and strategy.
- To articulate how civil resistance influences and brings about social and political change.
- To be able to evaluate the relative merits and effectiveness of nonviolence as a practice and strategy.
- To engage with debates and tensions of nonviolence as a principled, ethical or theological framework and/or as a pragmatic, strategic tactic for confronting injustice and power.
- To intentionally reflect on your personal stance of nonviolence.
- To develop skills in reading, analyzing, and summarizing academic literature.
- To develop skills in media research.
- To develop skills in oral presentation in terms of articulating ideas in class discussion and in formal presentation of research.

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 Expectations

Course Method:
In this class, we will aim to be fully present together as we explore past and present-day examples of nonviolent thinking, practice, and movements in the world. We will aim to practice ‘loving speech and deep listening’ in order to generate compassion towards one another and the subject matter. The classes will have limited lectures from me, the instructor. Rather, learning will emerge through our collective discussions of readings, news of the day, and your individual projects. What you take away from this course will relate directly to what you bring to the group (this includes me, the instructor). Class discussions will be augmented with guests speakers, film clips, and news items as they arise.

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 academy. 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 equality across the diverse spectrum of BIPOC 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.
# PEACE AND CONFLICT STUDIES 610

**Required Texts:**

- Referred to in Course Schedule as NTP
- Available for purchase in the UW bookstore (may be in used bookstore)
- The First Edition is available online through the UW library website

Weekly readings are noted in schedule.
Weekly readings will amount to 50-100 pages.

## Summary of Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Class Facilitation</td>
<td>20%</td>
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<tr>
<td>Nonviolent Conflict News Digest Report</td>
<td>15%</td>
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<tr>
<td>Podcast</td>
<td>20%</td>
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<tr>
<td>Research Paper and Presentation:</td>
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<tr>
<td>Proposal</td>
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<td>Research Paper</td>
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## Course Schedule:

<table>
<thead>
<tr>
<th>Week and topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Introduction</td>
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<td>- Introductions,</td>
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<td>- Course Overview,</td>
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<tr>
<td>- Complete the Pre-Seminar Learning Gains Survey (ICNC)</td>
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<td>- Film Screening:</td>
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<td>SELMA</td>
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**TEXT *referred to as NTP hereafter***


**LEARN**


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<th>Week and topic</th>
<th>Readings</th>
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<td><strong>Week 3</strong></td>
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| **Focus on:** |          |
| **- Film – *A Force More Powerful* – Episode 1 Part 1 & 2** |          |
| **NEWS DIGEST REPORT** |          |

**Week 4**

**Nonviolent Action as a Force More Powerful**

- Gene Sharp  
- Maria Stephan and Erica Chenoweth

**Final Paper Proposal/Outline Due**

**TEXT**

NTP – Part Five Preview, Chapters 32-34

**LEARN**


**NEWS DIGEST REPORT**

<table>
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<tr>
<th>Week and topic</th>
<th>Readings</th>
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<td><strong>Week and topic</strong></td>
<td><strong>Readings</strong></td>
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<td><strong>Week 5</strong></td>
<td><strong>LEARN</strong></td>
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<tr>
<td><strong>NEWS DIGEST REPORT</strong></td>
<td><strong>ONLINE</strong></td>
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<tr>
<td><strong>READING WEEK</strong></td>
<td><strong>RECOMMENDED (on LEARN)</strong></td>
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<td><strong>Week 6</strong></td>
<td><strong>LEARN</strong></td>
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<tr>
<td>- Accompaniment</td>
<td>ONLINE</td>
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<tr>
<td>Week and topic</td>
<td>Readings</td>
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<td><strong>Press, 2010, pp. 103-114.</strong> <a href="https://jjohansen.net/2014/01/05/analysing-external-support-to-nonviolent-revolutions/">https://jjohansen.net/2014/01/05/analysing-external-support-to-nonviolent-revolutions/</a></td>
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<td><strong>RECOMMENDED (on LEARN)</strong></td>
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<td><strong>ICNC - Liberia: Resisting Marginalization and Promoting Peace through Civic Advocacy (Forthcoming, 2021)</strong></td>
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**Week 7**

**Nonviolence in Religious Traditions**

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**Mennonite Peace Theology**

**GUEST SPEAKER: Dr David Y. Neufeld**

**Podcast Due**

**NEWS DIGEST REPORT**

**TEXT**

NTP – Part One – Preview, Chapters 1-8, 28-31

**LEARN**


**Week 8**

**Nonviolence, Pacifism and Action: Moral/Ethical Considerations and Strategies for a Living Revolution**

**GUEST SPEAKER: Steve Chase, Manager of Academic Initiatives, ICNC**

**NEWS DIGEST REPORT**

**TEXT**

NTP – Part 4 Preview / Chapters 22, 25, 27.

**LEARN**


<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>Nonviolence and Human Rights</th>
<th>LEARN</th>
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<tr>
<th>WEEK 9</th>
<th>Nonviolence and Gender TEXT</th>
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<tr>
<th>WEEK 10</th>
<th>Nonviolence and Systemic Racism LEARN</th>
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**Nonviolence and Humour**

- **WEEK 10**
  - **MARCH 24**

**Nonviolence and Movement Formation:**

- **WEEK 11**
  - **MARCH 31**
  - **LEARN**

PEACE AND CONFLICT STUDIES 610

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<tr>
<td><strong>Additional Readings (on LEARN):</strong></td>
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<td><strong>WEEK 12</strong></td>
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<td><strong>5 minutes/each sharing about final papers</strong></td>
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**Details of Course Assignments:**

*Participation in Course Activities and Evaluation Instruments (10%)*  
You will be expected to participate actively in class discussions.  
If serious personal issues (illness and other) prevent you from attending class, please let me know by email or phone message before class. You are expected to demonstrate your familiarity with the weekly readings by participating in class discussion. I will not count your contributions, but you should speak up with your knowledge and perspective at least once in class. Those who speak a lot are not necessarily those who know the most. Try to draw one another into conversation.

*Class Facilitation / Learning Curation (20%) –*  
In groups each of you will be required to lead the class discussion of a pre-selected topic under the umbrella of ‘Perspectives of Civil Resistance/Nonviolence’.

- These class facilitations will be **45-60 minutes** in length (you will be stopped at 60 minutes!) and be designed around the chosen theme and the group-selected required readings for that week (readings due Week 8 – March 10, 2021).  
  - Eric has access to the scanner at Conrad Grebel if you are in need of assistance with distributing a book chapter. Copyright law (rather generally) allows one chapter of a text or 10% of a book to be distributed in university classes.
In order to help your classmates, prepare ahead of time for the discussion, you will post at least 4 questions (can be more) on the course LEARN page at least 48 hours before class-time. (Eric will post these in the Discussion Boards and Announcements)

- These questions should not be just informational in nature but should be provocative and crafted so as to stimulate deep comprehension and analysis of the readings, as well as the development of personal opinion and response to the subject matter. You are encouraged to insert your own ideas into the questions, but they should relate to the readings. While some of your questions might focus on one reading, others should deliberately demand a comparison of the readings. The questions need not be long paragraphs; a couple of sentences should suffice. In the class itself, you will begin the discussion with a brief summary of the readings and some overall impressions, before drawing your classmates into discussion based on your posted questions.

Should you choose to present the material in an asynchronous or blended learning format, i.e. not on a Wednesday evening Zoom call, there are a number of possibilities. These can include using LEARN discussion boards, narrated presentation, video/film, podcast, handouts etc. Speak to Eric if you have ideas and he will try his best to make sure you have the resources to see your vision through.

The utilization of creative and engaging visual aids – PowerPoint, Prezi, props, etc. – is encouraged. One purpose of this project is to develop your skills in visual, oral, and virtual presentations.

**Nonviolent Conflict News Digest Report (15%) – Due Date: As per Sign Up Sheet – WEEKS 3–8**

*As time allows in class, we will discuss news stories, and so everyone is encouraged to look at the News (mainstream and alternative) each week.*

In this assignment you will summarize and report on a week’s news regarding a present-day nonviolent movement in response to conflict. To complete this you will search media for a present-day story of nonviolent action and report briefly on it in class (10 minutes max.) or through a contribution to the course LEARN page. This will be followed by a short summary paper. There are a variety of media sources to search this. A few can be found here, but please feel free to add to this list!

- Waging Nonviolence: People-Powered News and Analysis - you can subscribe here to regular news by email: [http://wagingnonviolence.org/](http://wagingnonviolence.org/)
- Global Nonviolent Action Database: [http://nvdatabase.swarthmore.edu/](http://nvdatabase.swarthmore.edu/)
- Rivera Sun: [https://www.riverasun.com/nonviolence-news/](https://www.riverasun.com/nonviolence-news/)
- M.K. Gandhi Institute for Nonviolence: [https://gandhiinstitute.org/nonviolencenow/](https://gandhiinstitute.org/nonviolencenow/)
- Or, you might find a news story in a mainstream or alternative news source.

In your designated week you will choose at least 3 (can be more) news stories about which you will report and summarize to the class (preferably in real-time but this can be modified to use LEARN). **One course week after your report you will submit a short essay (approx. 5 pages, 1250 words). Choose stories that interest you, and that have an obvious nonviolent component or opportunity for analysis.**

Your class report and short essay should include:

- a brief summary of the events/conflict
analysis of how nonviolence is being used (or not used)
your own thoughts about the potential for nonviolence in this situation; I recognize that this will be somewhat speculative
your written essay should include citations and bibliography for the sources used

Sign-up instructions will be given in the first week of classes.

Podcast (20%) – Due Date: WEEK 7
Record a podcast that focuses on nonviolence and civil resistance. The submitted podcast should be 25-30 minutes in length. The specifics of the subject matter are up to you and we will discuss this assignment in more depth in the first weeks of the semester. Some possibilities for the podcast include:

- Debate a friend about the merits of nonviolence and civil resistance.
- Interview someone in a civil resistance organization about their cause – or just highlight a cause
- Discuss a case study, and the ways in which civil resistance has been utilized in this context
- Present an oral history, or story, of an influential person in the field of nonviolence
- Interview someone in your family or friendship group about what they know about civil resistance

Some Technical Resources:

Research Paper and Proposal (35%)
Proposal / Outline Due WEEK 4 (5%)
Final Paper Due APRIL 14, 2021 (30%)

You will choose and write a research paper about a contemporary or historical ‘case study’ of nonviolent response/action in response to conflict. The paper will be based on secondary source research (books, journal articles etc.) and media reporting and analysis (newspapers, magazines, online news sources). The last week on Zoom will be used to share a brief presentation in class about your case study.

Here are criteria for your paper:
- Proposal (1 page) due on Week 4 should include the following: tentative title; one paragraph description of the proposed topic that defines the locale and time period if relevant; and 5 sources that you have found (can be books or articles or web or combination).
- The final paper should be approximately 20 pages (c.5000 words), excluding notes and bibliography, using Chicago style for citing sources.
- You will offer a creative and engaging sharing about your paper with the class on the last day.
- The paper should accomplish the following:
  - provide some basic information and context for your case study, ie. who, what, when, where
  - summarize the nature of the conflict
  - analyze how nonviolence was used as a principle and/or strategy in response to the conflict
  - evaluate the effectiveness of nonviolence in this case
  - summarize the perspective of media reporting and analysis of the events
You should utilize a combination of books, journal articles and media sources for the paper. You may use websites if they are applicable. Your bibliography must have at least twenty (20) distinct items. Ten (10) of these should be sources from mainstream or alternative media, such as newspapers, magazines, online news sources. If your topic doesn't lend itself well to this distribution of sources, talk to me. We will spend time in class learning how to find these sources.

Here is a sample listing of possible case studies to research. You may certainly propose your own idea. All topics must be approved.

- Danish resistance, World War Two
- Student civil rights movement, 1960s US
- Otpor, student movement in Serbia
- Czechoslovakia, Velvet Revolution, 1960s
- Idle No More, 21st century
- Occupy, 21st century
- Palestinian Intifada
- Philippines 'bloodless revolution', 1986
- Ukraine's Orange Revolution, 1990s
- Poland's Solidarity movement, 1980s
- Iranian revolution, 1979
- Cesar Chavez, California labour movement, 1960s
- Aboriginal movements in Canada and elsewhere
- Present-day Turkey
- Arab Spring, recent
- Tianamen square, China, 1989
- Anti-Pinochet movement in Chile, 1970s
- Anti-Apartheid in South Africa
- Anti-nuclear protest – ie. Greenham Common Peace Camp
- Sex Strikes, throughout history
- Dosta! movement in Bosnia and Herzegovina
- Mothers of the Plaza de Mayo, Argentina, 1970s
- Women of Liberia
- Greenpeace or another environmental movement
- Animal rights movements arising from nonviolent principles

Organizational Websites:
International Center for Nonviolence Conflict: http://www.nonviolent-conflict.org/
Waging Nonviolence: http://wagingnonviolence.org/
Albert Einstein Institution: http://www.aeinstein.org/
Global Nonviolent Action Database: http://nvdatabase.swarthmore.edu/
Nonviolence International: http://nonviolenceinternational.net/
M.K. Gandhi Institute for Nonviolence: http://www.gandhiinstitute.org/
Metta Center for Nonviolence: http://mettacenter.org/
IMPORTANT INFORMATION

Research Support:
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 specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

The Writing Centre:
The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Accommodation for Students with 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 AAS 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.

**Research Ethics at University of Waterloo**
An overview of research ethics and requirements when working with human participants is available at the Office of Research Ethics website. It is important to familiarize yourself with research ethics if you are considering an independent research course or primary research as part of PACS 625.

**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.

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.