PACS 602 The Practice of Peace

Winter 2018 – Jan 3, 2018
Conrad Grebel University College, University of Waterloo

We acknowledge that we live and work on the traditional territory of the Neutral (Attawandaron), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo and Conrad Grebel University College are situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres (six miles) on either side of the Grand River.

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Office Hours: Tues & Thurs 1-2:30 PM and by appointment
Classroom: Fretz Seminar Room CGR 4224
Class meeting time: Monday 6:00 – 8:50 PM.

Course Description:
“This course examines the characteristics and skills of effective peace practitioners, with particular attention to ways in which disciplines of peacemaking can be cultivated by individuals and nurtured by communities. While investigating various roles of the third party, students will explore the practical responsibilities (or tasks) and functions of peace practitioners as well as the core values and qualities that may make them more effective interveners locally, nationally or globally. Students will be introduced to peace research methodologies, research ethics, risk management, as well as various forms of communication used in documentation, analysis, and advocacy.” Course catalogue description

When we work in conflict, we enter into situations that are marked by misunderstanding and miscommunication, embedded within larger contexts with particular histories, identities, and values. Intervention in conflict is fraught with difficulties and we can make things worse. The challenge for interveners is therefore to be mindful of our choices, actions and the differences we may or may not be making. Being mindful involves more than loosely tracking what we are doing; it requires openness and a deep curiosity in order to reflect upon and learn from our work if we hope to adjust and adapt accordingly in order to be effective interveners. This requires observation, systematic inquiry and research, assessment and reflection.
A challenge for peace and conflict resolution practice is that standard research tools tend to rely on distancing the person from his or her object of inquiry; the scientist is the observer and the phenomena or subject is that which is observed. However, the idea of a scientist peering through a microscope is problematic, particularly when it comes to applied social sciences like conflict resolution and peacebuilding because we are not separate from that which we study. In this course, we take the view that each of us is situated and context is important. That is, we all have particular values and insights that we bring to our work and we operate in dynamic social and historical conflict contexts where our presence affects that which we study and/or are trying to change. This approach requires that we nurture our reflective capacities (reflexivity) as well as our external observational capacities in order to learn from and improve upon our work. We will therefore work on personal reflective practice and connect it to methods of applied research and evaluation. We will begin with reflective practice, review different types of research methods, and we will focus our research skill development on applied qualitative research methods which are frequently used in peacebuilding practice. The course design includes mini-lectures, guest lectures, seminar discussions, and numerous experiential and applied learning exercises.

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

- Identify values and characteristics essential for transformative peace work;
- Articulate your own values and value-positions for peace work;
- Understand the value of individual and group reflective practice for peace practice;
- Comprehend research literature from a broad range of research methodologies;
- Integrate some research skills into peace practice (e.g. in evaluation);
- Identify ethical issues that arise when working, doing research and/or evaluation in and on conflicts;
- Apply basic qualitative research methods (interviewing, observation and content analysis).

Required Books:


Recommended:

Assignments:
Class Participation and Participation Assessment 30%
Reading Journal 20%
Qualitative Research Skills Mini-assignments:
   Ethnographic Observation Assignment 15%
Class Participation and Participation Assessment. How do we research, monitor and evaluate our practice and then learn from it? This is a central challenge for organizations engaged in conflict transformation and peacebuilding. The purpose of this assignment is to develop a way to monitor and evaluate effective class participation, and in the process learn practical skills for monitoring and evaluation. The assignment has two main components: data collection and analysis.

1) Data collection (15%). Each person will work with a small team to assess class participation on an assigned dimension (or dimensions) of effective class participation. We as a class will define effective class participation in the first two weeks of the term. Based on the definition, teams will be responsible for collecting and analyzing data on one or more dimensions of participation, and writing-up a short report (2-3 pages double spaced, plus an appendix with the raw data). The report should present a brief summary of the data collection methodology, findings, and discuss the limits of the findings. Due date for the report is to be determined. The raw data will be need to be posted on LEARN by April 5 (for everyone to access with provisions for confidentiality). Each team will be asked to talk about their data collection plans in class prior to data collection. Teams will need to identify how they will collect the data by week three of class, and discuss the data collection procedures with me. As a class, we will establish the criteria by which this assignment will be evaluated.

2) Self Appraisal (10% + 5%). Each person will write a self-appraisal of class participation based upon the data collected by all of the teams on your respective participation (worth 10%). This part of the assignment is to be no more than three pages in length (double-spaced), and may include an appendix if needed. In the self-appraisal, each student will reflect on the data related to his/her performance, discuss the meaning of the data and its strengths and limits, as well as provide a final judgement of your performance using a letter grade. The reporting format is a concise three pages maximum (double-spaced), or roughly 800 words. It is due by 5 pm on April 12, 2018 (hard copy at the front desk or on LEARN in the drop box). Together we will establish the criteria by which this assignment will be judged. The final 5% will be based on the letter grade you assign yourself in the self-appraisal and the data gathered by the teams.

Reading Journal (20%): Reflective practice is a key skill and habit for effective practitioners to master. One part of reflective practice involves creating the time and space for regular, solitary reflection. To aid in the development of this skill and habit, each student will keep a reading journal this term. The journal will require you to set aside consistent time for regular, solitary reflection on the content of the course’s required readings. Journal entries are expected to be written weekly and cover all of the readings for that week; further details are provided in the Reading Journal Guidance handout.

Interview Assignment 15%
Content Analysis Assignment (15+5) 20%
will collect the journals in hard copy at the start of class on Feb. 12, 2018 and then again at the start of class on Apr. 2, 2018.

Qualitative Research Skills Mini-Assignments
Each of the following three assignments are intended to develop specific qualitative data collection and analysis skills.

Field Observation Assignment (15%)
This assignment will be discussed in week 5 (Feb. 5) when we read about ethnographic research methods. Each of you will engage in ethnographic-type field observation and post field notes as well as a short reflection on your learnings to a peer-review group on LEARN by Feb. 21 (earlier may be helpful for peers). The peer-review groups will meet to provide constructive feedback on each other’s work on Feb. 26 (in class).

Interview Assignment (15%)*
This assignment will be discussed in week 7 (Feb. 26) when we read about interviews. For this assignment you will develop an interview guide, produce five pages of an interview transcript and a two-page reflection on the interview experience. You will be assigned to peer-review groups and post your transcript and analysis on LEARN by Mar. 8. On Mar. 12 small groups will meet in class to provide constructive feedback on each other’s work.

Mini-Content Analysis Assignment (20%)
This assignment will be discussed in week 9 (Mar. 12). You will conduct your own mini-qualitative content analysis project to answer part of a specific line of inquiry, and write-up an individual component of a larger report. The final report will assemble all of the research. The assignment will be graded with 15% for your individual work and 5% for your group’s overall work. A portion of class time will be allocated for group work on March 19. The final report will be due by 5pm March 29, 2018 on LEARN.

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; single-loop learning evidenced. "B": Good ability to explain basic ideas and concepts; see how certain issues and concepts are related to one another according to explanations currently held in the field; can reproduce arguments; mostly single-loop learning with some double-loop learning evidenced. "A": Excellent, independent and original thinking and/or creative work; double-loop learning evidenced.

Paper Deadline Policy: 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 incur over time, except in cases of genuine emergency.
Course Schedule

Please note: I may change some of the readings on the syllabus as the course progresses in order to better accommodate class interests, presentations and guest speakers. You will be notified of any changes at least one week in advance in class and/or on LEARN.

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<th>Week and topic</th>
<th>Readings</th>
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| **Jan. 8**  
| **Jan. 15**  
2) Reflective Practise:  
- What is reflective practise?  
- Why engage in reflective practise in peace work?  
- What challenges do you anticipate for yourself as a reflexive practitioner?  
Reflective Activity: values and characteristics of peace workers |  |
| **Jan. 22**  
3) Reflexivity in action –  
How do we think about change?  
How can we better facilitate learning?  
How do we come to know things about the world that will help us learn and do our peace work better?  
How can qualitative research help me learn to do peace work better? | **Required:**  
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<th>Jan. 29</th>
<th>Required:</th>
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<tr>
<td>Ethical considerations doing applied work (research and practice) in conflict settings</td>
<td><em>Real World Research</em> Ch. 10. Ethical and political considerations, pp.205-242.</td>
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<td><strong>Browse the Office of Research Ethics website</strong> (look particularly at the Research Integrity and Research with Human Subjects sections).</td>
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<th>Feb. 5</th>
<th>Required:</th>
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<td>Designing flexible applied research overview, and ethnographic methods</td>
<td><em>Real World Research</em>. Read Part I, (chapters 1 and 2, pp.1-41), Chapter 4 (pp.71-81), Chapter 7 (pp.145-86)</td>
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<td><strong>Recommended:</strong> Real World Research, Chapter 5 on Desk-based Research and Chapter 6 on Fixed Designs.</td>
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<td><strong>Feb. 12</strong></td>
<td><strong>7) Case Studies</strong></td>
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<td>* Monitoring (tentative)</td>
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<td><strong>Reading Journal Due at start of class</strong></td>
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<td><strong>Required:</strong> Berg and Lune. “Chapter 10: Case Studies.” Qualitative Research for the Social Sciences. 8th Edition. (Reserves- hard copy)</td>
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<td>Plus read individual case study assignments - TBA.</td>
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<td><strong>Feb. 20-25 Study Days</strong></td>
<td>No class</td>
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<td><strong>Feb. 26</strong></td>
<td><strong>6) Interviews</strong></td>
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<td><strong>Required:</strong> Real World Research. Chapter 12 (pp.284-306)</td>
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<td></td>
<td>Dart, Jessica and Rick Davies. 2005. The ‘Most Significant Change’ (MSC) Technique: A Guide to Its Use. Cooperative for Assistance and Relief Everywhere (CARE) Inc., et al. Read Chapter One fully, and then skim the rest to get a sense of how MSC works. (LEARN)</td>
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<td><strong>Mar 5</strong></td>
<td><strong>8) Participatory Action Research and Designs for Change</strong></td>
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<td>Rich Janzen, Guest Speaker from the Centre for Community Based Research</td>
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<td><strong>Required:</strong> Real World Research. Chapter 9 (pp.187-204)</td>
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<td>Berg and Lune. “Chapter 7: Participatory Action Research.” In Qualitative Research for the Social Sciences. 8th Edition. (Reserves)</td>
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| **Mar. 12**  
9) Analyzing Narrative Data  
*Monitoring (tentative)* | **Required:**  
*Real World Research*. Chapter 18 (pp.459-486).  
Berg and Lune. Qualitative Research Methods for the Social Sciences. Chapter 11. An Introduction to Content Analysis. (pp. 349-385.) (Reserves)  
LeCompte, Margaret D. and Schensul, Jean J. 1999. “Chapter 5: Analysis from the bottom up: the item level of analysis” In *Analyzing and Interpreting Ethnographic Data*. Walnut Creek, CA: AltaMira Press, pp.67-83. (LEARN)  
Narrative Data: to be assigned |
| **Mar. 19**  
10) Analyzing Data, Writing Reports and Usable Findings | **Required:**  
*Real World Research*. Part V. Introduction (pp.403-408), Chapter 19 (pp.487-507)  
*Reflective Peacebuilding*. Chapter13: Drawing out lessons. (LEARN)  
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| **Mar. 26**  
11) Program and Project Evaluation  
* Monitoring (tentative) | **Required:**  
* Reflective Peacebuilding*, Chapters 10, 11 and 12.  
* **Recommended:**  
  Anderson, Mary and Olson, Lara. 2003. *Confronting War*. Cambridge, MA: CDA. Read particularly part II chapters 6 and 7. (E-Reserves)  
  Church, Cheyanne and Mark Rogers. 2007. *Designing for Results*. Washington, DC: Search for Common Ground. (E-Reserves) |
| **Apr. 2**  
12) Investigating Change: Conclusion and Wrap-Up | **Required:**  
* **Recommended:**  
  Whitmore, Todd David. 2010. ‘If they kill us at least the others will have more time to get away’: the ethics of risk in ethnographic practice. *Practical Matters*, 3: 1-28. (E-Reserves) |
*Monitoring* – the assessment of participation will likely involve monitoring events. I have therefore “penciled” in some times for teams to engage in monitoring exercises. These are flexible.

**Other things:**

There are many research topics that we will not cover in this class but which are useful for your work – whether applied or research oriented. Below are a few additional resources for to consider as you develop your research skills.

**Literature Review and Developing Your Research Question**
- “How to do a literature review” website at UNC

**Fixed Research Designs**

**Facilitation Resources**:

**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](http://example.com) 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.

**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](http://example.com).