Conrad Grebel University College  
University of Waterloo  
PACS 604.001: Conflict Analysis  
Fall 2020

Class Time: Mondays 6:00-8:00 p.m.

Instructor: Nathan C. Funk  
Office Hours: by appointment  
Phone: 519-885-0220 x24295  
Email: nfunk@uwaterloo.ca

Course Description:
PACS 604 examines theoretical and practical frameworks for understanding conflict, with particular attention to structures and dynamics inhibiting peace. The course provides students with some of the analytical skills needed to understand how conflicts develop and escalate, to identify factors that can lead to or perpetuate violence, and to map root causes of conflict (e.g., human rights violations, needs deprivation, cultural and identity-related issues, inequality, resource misuse and environmental degradation) at interpersonal, intergroup, and international levels. Attention will also be given to ways in which conflict analysis relates to constructive forms of conflict engagement, to competencies and values of “peace professionalism,” and to long-term peacebuilding objectives.
Course Schedule and Logistics:
This course is scheduled for synchronous delivery for two hours on Mondays, from 6:00 p.m. to 8 p.m. There is an expectation that all students will attempt to participate (to the best of their ability) at this time. At some times (and with advance notice), our online synchronous sessions may take up a slightly longer slot (e.g., until 8:20 p.m. instead of 8:00 p.m.), but our baseline, two-hour meeting time reflects the priority currently being placed on shortening synchronous sessions to prevent weekly tests of student and faculty stamina. In addition, it is recognized that some students live several time zones east of Canada's Eastern time zone.

The course will use the Zoom platform, and each week students will be expected to log in at the start of class. Breakout groups will be organized periodically during class to enable small group discussions and/or exercises. As the term unfolds, the classroom platform may change if another platform is deemed to be more reliable and effective. Students may log into class each week on the link provided in LEARN, using also the designated meeting ID and passcode.

Students should expect to spend about twenty or thirty minutes each week posting on and responding to the course's weekly discussion board. Note also that synchronous course sessions will be recorded for the benefit of students who may be absent from class for an unexpected reason, or who are having difficulties related to a time zone difference or limited internet connectivity.

In addition to readings and other materials described in the course schedule below, the instructor will often post additional materials in LEARN as a substitute for more traditional lectures.

Recording of Course:
Each week's two-hour synchronous class session will be recorded so that any student absent (or experiencing technical difficulties) may review the class session at a subsequent time. Students are therefore reminded that their comments during the synchronous session will be recorded and made available only on the LEARN class website. Your instructor is aware that recording can raise concerns that are not typically present for in-class discussions, and each student will be asked in the first class to indicate their agreement to the following two matters.

- First, students will be asked to consent to the class sessions being recorded for the benefit of students whose internet fails or who for some reason cannot participate in class at the designated time;
- Second, students will be asked to agree not to copy, quote, or recirculate comments or discussion posts by other students without that student's explicit written permission. In this way, we hope to preserve the integrity of the classroom where respectful and honest dialogue and mutual learning can occur without fear of being quoted without consent or misquoted in an inappropriate way.

Students are welcome to turn off voice and/or video if there are times when they do not want their participation in the class recorded. Students who have special concerns related to class session recording are invited to contact the instructor for further discussion.
Learning Objectives:
The design of this course is informed by the assumption that those who enroll are not just students seeking a degree, but also potential peace practitioners exploring conflict and justice issues in a wide range of different applied areas and contexts. The course therefore aims not only to equip learners with information and concepts, but also to offer exposure to an experiential model that provides an opportunity to internalize what it means to be a “peace professional.” When you are composing analyses, participating in class, or completing other assignments, try not to limit yourself to your current lens as a student. Seek also to apply the lens of a potential peace practitioner in whatever area(s) you may ultimately choose to work.

Upon completing PACS 604 students should be able to:

- describe the benefits of a multi-dimensional approach to analyzing and “making sense” of social conflict;
- apply key conflict analysis concepts from the interdisciplinary MPACS field, to shed light on factors driving and transforming conflicts among individuals, social groups, and nations;
- discuss similarities and differences between conflict dynamics at different levels of analysis (e.g., interpersonal, intergroup, international);
- discuss the role of communication in conflict situations, with particular attention to its role in escalation and de-escalation processes;
- describe stages and consequences of conflict escalation, as well as challenges and methods of conflict de-escalation;
- apply analytical concepts (including frameworks developed for policymakers and practitioners) to large-scale conflict scenarios;
- discuss issues of concern among analysts of social conflict (e.g., poverty, human rights, identity, social exclusion, resources, environmental degradation, the arms trade), as they relate to particular cases;
- describe non-polarizing forms of conflict engagement (in addition to conventional third-party roles) that facilitate the development of greater understanding among parties in conflict, and explain how these forms of engagement can provide openings for conflict transformation;
- reflect on personal habits and patterns in dealing with conflict, identifying strengths as well as potential growth areas;
- demonstrate understanding of principles for engaging and working with conflict constructively;
- describe the attributes of peace professionals as presented in a model designed by Civilian Peace Service Canada (CPSC);
- and articulate your own strengths in relation to the “Key Competencies of a Peace Professional” as defined within the CPCC model.
Course Requirements and Evaluation Criteria:

1. **10% Weekly Engagement (Discussion Board):** Ten percent of your final grade will be based on the quality of your engagement, as expressed through timely and substantive comments (with direct references to readings and course content) posted on a weekly discussion board, as well as meaningful responses to comments made by classmates.

   The discussion board will be active from Week 2 through Week 12. Expectations for this discussion board are as follows: a) post at least two original comments per week that reflect your experience of the readings or other assignments (i.e., starting new threads) **before** we come together for our synchronous weekly meetings; and b) respond to threads created by at least two other students before the weekly discussion forum closes. Whenever possible, offer your original comments for the discussion board at least 24 hours before class, so as to enable others to consider their responses before the synchronous meeting. Each successive weekly discussion board will open on a **Thursday evening** and close at the same time the next week (as a new discussion board opens for the next week’s class).

   **Discussion board plus synchronous participation option:** Students may also choose to have their weekly engagement evaluated on the basis of “live,” synchronous participation in combination with a reduced expectation for discussion board contributions (one comment and one response each week). Participation in synchronous sessions should be consistent, constructive, substantive, and informed by the relevant assigned materials. To pursue this option, send an email message to the instructor no later than Friday, September 25.

2. **10% Video Presentation Assignment:** Ten percent of your final grade will be derived from an application exercise in which you will create and upload a video presentation that applies key analytical concepts from the readings due for a specific week (each week there will be one or two of these student video presentations) to a case that is of interest to you. Your presentation is due 24 hours before our synchronous meeting so that other students will have a chance to view it before our shared session.

   The video presentation should be appropriately timed (5-8 minutes), analytically engaged with key concepts from the week’s assigned readings, and intended to show how central ideas apply (or perhaps do not apply) to the case in question. Be sure to signal very clearly the concepts you are using (with appropriate references and definitions) and provide enough context and evidence to persuade your audience that the application is valid. In addition, provide references for external sources you have used to understand the particularities of your case, and conclude with a reflective statement about what you have learned from this exercise and at least one discussion question for the class.

   Though more than one format for this video presentation is possible, the preferred approach would be to make a video with PowerPoint (see, “How to Make a Video in PowerPoint – ppt to video”) or a similar application. Note that the goal is not to cover all the concepts in the readings for your week, but rather to demonstrate how a coherent subset of those concepts can be meaningfully applied to generate analytical insights. You will be evaluated on the basis of clarity, substance, analytical insight, and time management, but not on the basis of technical sophistication or mastery of the technological medium. In other words, imperfections in
production quality are acceptable as long as they do not detract from the clarity and impact with which you organize and convey your message.

3. **40% Two Collections of Weekly Journal Entries (twelve entries total):** Forty percent of your final grade will be based on two collections of weekly journals (with each collection worth 20%). Writing a weekly journal provides you with an opportunity to develop a personal and intellectual response to the course experience that ties together major themes not only from readings, but also from presentations, videos, discussions, assignments, and other relevant activities. Be sure to go beyond mere summarization and offer carefully considered insights and reflections. Criteria for evaluation include **thoroughness** (integration of different readings and themes, responsiveness to presented material and the overall class experience), **thoughtfulness** (depth of analytical insight, critical engagement with multiple perspectives, creativity, ability to connect key concepts with personal experiences or world events), and **clarity of communication** (language usage, readability, mechanics). Specific prompts for special content that ought to be covered within particular weekly journal entries are provided in the course schedule below, under the “Further Assignments” subheading.

Try to write your first draft of each journal entry before the class session for which a given set of readings and related assignments has been assigned, and then make some revisions to reflect your developing perspective. Though entries do not need to be entirely uniform in length, 400 to 600 words is a good rule of thumb. Thus, each of the two collections of six weekly entries should be 2,400 to 3,000 words in length. Place all of your entries into one file and organize them chronologically. Please double-space, using 1-inch margins and a regular font size (e.g., 12 point). Upload the first collection of journal entries (#1 through #6) by 11:59 p.m. on **Saturday, October 31**; the second collection of journal entries (#7 through #12) is due in LEARN by 11:59 p.m. on **Saturday, December 12**.

4. **20% Case Study Analysis #1:** Twenty percent of your grade will be based on a case study project due in the middle of the term. The research paper will consist of 2,200 to 2,900 words of text (about 8-10 page double-spaced pages, excluding the title page and references) analyzing specific issues and processes related to that case, as they can be illuminated by a coherent set of concepts drawn from course materials assigned during the first five weeks of class. Note that taking a focused, analytical approach to the case in question will require you to make choices about what this paper needs to include and exclude. For example, one approach to a given case might explore **identity issues** or processes of **conflict escalation and/or de-escalation**, while a different analytical angle on the same case might focus on underlying **needs/interests**, **forms of prior third-party engagement with the conflict**, or **key issues** such as culture, power, gender, etc. It is also possible to use your case study to critique concepts – for example, to demonstrate why the narrow application of a given set of concepts might result in misleading conclusions. Due before 11:59 p.m. (Waterloo time) on **Saturday, October 24**.

5. **20% Case Study Analysis #2:** Another twenty percent of your grade will be based on a second case study analysis, in which you will again apply concepts from readings and course presentations (this time seeking to integrate content from Week 6 through Week 11) to analyze diverse factors that are driving a particular case of protracted social conflict. Students may choose from a wide range of conflict scenarios, so long as they have not already covered the conflict in question earlier in the term for Case Study Analysis #1. As with the first case study assignment, the goal is to demonstrate mastery of course content through application (or
critique) of relevant concepts as they relate to a specific case or a focused issue area. Do your best to develop a multifaceted but still cohesive analysis that points the reader to vital issues that need to be addressed through a constructive response. The paper should be 2,200 to 2,900 words in length (about 8-10 page double-spaced pages, excluding the title page and references). Due before 11:59 p.m. (Waterloo time) on Saturday, December 5.

Required Reading Materials:
2. PACS 604 Electronic Reserves. (Reserve readings are marked with an “*” in the schedule below.)

Web Page: This course will make use of the WATERLOO LEARN website. This site will provide general information for the course as well as electronic readings, instructor-generated materials, discussion boards, course handouts, and grades for term assignments. Important announcements (e.g., cancellation of class, new resources to help with an assignment) will also be posted there, so please try to check the site regularly.

To access LEARN, 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 604 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.

Breakdown of Key Assignments, Weighting, and Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Weekly Engagement (Discussion Board)</td>
<td>10%</td>
<td>Week 2 through Week 12</td>
</tr>
<tr>
<td>Video Presentation Assignment</td>
<td>10%</td>
<td>Once during term</td>
</tr>
<tr>
<td>Case Study Analysis #1</td>
<td>20%</td>
<td>Saturday, Oct. 24th</td>
</tr>
<tr>
<td>Case Study Analysis #2</td>
<td>20%</td>
<td>Saturday, Dec. 5th</td>
</tr>
<tr>
<td>Two Journal Collections</td>
<td>40%</td>
<td>Saturday, Oct. 31st</td>
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Grading Scale:

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<thead>
<tr>
<th>Assigned Letter Grades</th>
<th>Percentage Range</th>
<th>Average Calculation Values</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
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<td>A</td>
<td>85-89</td>
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Late Policy:

Deadlines matter. They keep us on track, enable us to be productive, and help us to meet our educational goals. There are times, however, when even the most organized and disciplined person faces difficult obstacles and unexpected challenges. If this happens, it is your responsibility to take the initiative and demonstrate commitment to getting the job done in a timely manner. Students who contact Prof. Funk well in advance of a due date to discuss realistic complications that may postpone completion of work often receive favourable consideration.

A penalty will be applied to assignments that arrive late without prior clearance. The standard deductions for late work are as follows:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- Fifteen days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit an assignment. The penalties for late work are not insignificant, but up until final exam time late truly is much better than never.

PACS Research Support:

The library has created a subject guide to help you carry out peace-related research. You can access this guide online. 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.

Additional Considerations:

As we progress through the course, please remember:

- 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 class 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 this course is inevitably open to multiple interpretations. This means that you will not always agree with ideas presented in course readings, lectures, and discussions. In such cases, disagreement is often a good thing, so long as it motivates you to develop an enhanced understanding where you stand in relation to others. What matters most is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.

- Collaborative learning requires not only preparation and self-expression, but also a commitment to active listening. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness behind them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.
• During the term we will be privileged to host at least one guest speaker. Please treat visitors to our classroom with the same respect you would extend to a guest in your home.

• As we explore the subject matter of this course, let us remember 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 Schedule:

WEEK ONE (Sept. 14): MEETING ONE ANOTHER PLANNING OUR TERM
What are our goals and plans for the term? How will we work together? What do we already know about conflict, and what do we want to learn?

Assignment:
• After class, complete a short draft of journal entry #1.
• After class, submit your preferences for the video presentation assignment (the three or four best weeks for you).

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Source: Rare Charitable Research Reserve)
WEEK TWO (Sept. 21): MAKING SENSE OF CONFLICT

How has the field of peace and conflict studies understood terms like “conflict,” “violence,” and “peace,” and how can we meaningfully apply these terms to different domains and levels of human interaction? What are some different ways of approaching and engaging conflict? How does social media discourse affect conflict?

Required Readings:

- Mayer, The Dynamics of Conflict.
  - Preface
  - Chapter 1 (“The Nature of Conflict”)
  - Chapter 2 (“How People Approach Conflict”)

Further Assignments:

- Before class, watch two short videos on elements of “peace professionalism” from Civilian Peace Service Canada (CPSC): “Creating a Peace Profession” video (General Overview) and “Key Competencies” video
- Before class, answer the CPSC key competencies questionnaire in relation to ways it applies to our own life and work experiences. Keep it for your own reference.
- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- After class, complete a draft of journal entry #2. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - The CPSC key competencies questionnaire;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - Other major assignments (e.g., this week’s video content on peace professionalism).

*  *  *
WEEK THREE (Sept. 28): HUMAN IDENTITY NEEDS AND DIMENSIONS OF HUMAN DIFFERENCE

How can theorizing about human identity needs inform understandings of what is at stake in conflict? What are some of the various ways in which culture and identity can influence the dynamics of conflict and peacemaking? Why is it important to pay attention to differences in the relative power, leverage, or influence capacity of groups experiencing social conflict? Why should conflict analysts take note of gender? How effective are our conceptual tools for understanding factors such as race and racism as well as the identity politics of populist nationalism?

Required Readings:

- *Redekop, From Violence to Blessing.*
  - Chapter 1 (“Deep-Rooted Conflict”)
  - Chapter 2 (“Human Identity Needs”)
- *Mayer, The Dynamics of Conflict.*
  - Chapter 3 (“Power and Conflict”)
  - Chapter 4 (“Culture and Conflict”)

Further Assignments:

- Before class, watch short video on “core values” from Civilian Peace Service Canada (CPSC)
- Optional exercise: answer the CPSC values questionnaire
- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- After class, complete a draft of journal entry journal entry #3. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation,
Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.

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WEEK FOUR (Oct. 5): ANALYZING CONFLICT AS A THIRD PARTY
How should the goals of conflict intervention be defined, and what are the implications for conflict analysis? How do factors pertaining to communication shape how conflicts unfold?

**Required Readings:**
- Mayer, *The Dynamics of Conflict*.
  - Chapter 5 (“Resolving Conflict”)
  - Chapter 6 (“Engaging Conflict”)
  - Chapter 7 (“Communication”)

**Further Assignments:**
- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- After class, complete a draft of journal entry journal entry #4. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.

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No class on Monday, Oct. 12 (Thanksgiving Holiday and Reading Week)

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WEEK FIVE (Oct. 19): CONFLICT ESCALATION AND INSTITUTIONALIZATION
What are some key factors that can contribute to the escalation and perpetuation of social conflicts? What changes occur within and between groups as conflicts escalate or persist over time? How can conflict analysis provide insight into oppressive and/or destructive intergroup dynamics involving “self-other dynamics” and related identity issues (e.g., ethnicity, nationalism, sectarianism, divergent narratives and worldviews)?
Required Readings:

- *Redekop, From Violence to Blessing.*
  - Skim Chapter 3 and Chapter 4
  - Chapter 5 ("Hegemonic Structures")
  - Chapter 6 ("Ethnonationalism")
  - Chapter 7 ("Self-Other Dynamics")


Further Assignments:

- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- After class, complete a draft of journal entry #5. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.
- **Case Study Analysis #1 due at 11:59 p.m. (Waterloo time) on Saturday, October 24.**

WEEK SIX (Oct. 26): STRUCTURAL AND SYSTEMIC ASPECTS OF CONFLICT

Can “structural” or “systemic“ conflict frameworks help us understand intergroup and large-scale conflict patterns? How can social structures, economic systems, and political institutions shape conflict environments in ways that entrench poverty, inequality, and social/political exclusion?

Required Readings:

- *Redekop, From Violence to Blessing.*
  - Chapter 8 ("Structures of Violence")


- **“Peacebuilding within a Global Conflict System,” Peace Science Digest, 21 August 2020,**
Further Assignments:

- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- After class, complete a draft of journal entry #6. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials);
  - Reflections on “lessons learned” from the case study assignment; and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.
- Submit first collection of journal entries (#1 through #6) by 11:59 p.m. (Waterloo time) on Saturday, October 31.

Tree of Life Sculpture in Mozambique, produced by the “Transforming Arms into Art” project
Source: http://robotimmigrants.wordpress.com/2012/12/07/many-kinds-of-growth/mozambiquetree-of-life/

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WEEK SEVEN (Nov. 2): RESOURCES, ECOLOGY, AND POLITICAL ECONOMY
What are some frameworks for understanding how factors such as the environment, resources, climate change, and political economy impact conflict? How can attention to factors such as ecological degradation, “lootable” resources, and conflict profiteering enhance our understanding and enable constructive responses?
Required Readings:


Further Assignments:

- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original *comments* (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two *responses* to comments posted by other students.
- After class, complete a draft of journal entry #7. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.

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**WEEK EIGHT (Nov. 9): NONVIOLENT CONFLICT AND INTERNATIONAL HUMANITARIAN LAW**

What do conflict analysts need to know about strategic nonviolent conflict? What is the role of norms pertaining to international humanitarian law in conflict analysis and peacebuilding? How can peacebuilders can engage these norms to mitigate conflict and advance human security?

Required Readings:


• *Matthew Bolton, “How to Use the Arms Trade Treaty to Address Armed Violence in Pastoralist Communities,”* Control Arms Secretariat and Pace University International Disarmament Institute, March 2017 (skim).

• *Recommended community event* on International Humanitarian Law and Disability, Balsillie School of International Affairs, Tuesday, Nov. 10, 9:00 a.m.-4:30 p.m.

**Further Assignments:**

- **Before class,** view student video presentations on LEARN and check for any instructor learning materials.
- **Before class,** contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- **After class,** complete a draft of journal entry #8. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.
“Difference is of the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred or conflict. The answer to difference is to respect it. Therein lies a most fundamental principle of peace – respect for diversity.”

John Lewis (1940-2020), a civil rights campaigner and later a U.S. Congressman, is perhaps best known for leading marchers in Selma, Alabama on March 7, 1965 (“Bloody Sunday”) – five months before the passing of the Voting Rights Act of 1965 (Sources for images and quote:

John Hume (1937-2020) was a civil rights campaigner, politician, and co-recipient of the 1998 Nobel Peace Prize for his role in Northern Ireland’s Good Friday Agreement. (Sources for image and quote.)
WEEK NINE (Nov. 16): CONFLICT ANALYSIS FRAMEWORKS FOR ORGANIZATIONS

What kinds of frameworks do some government agencies, NGOs, and international institutions use when engaging conflict situations, particularly when advancing priorities related to relief, development, and peacebuilding? How do these frameworks differ, and what are some of the theoretical assumptions that inform them?

Required Readings:

- *Safer World. “Conflict Analysis.”

Further Assignments:

- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- After class, complete a draft of journal entry #9. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials);
  - In-class exercise on frameworks for conflict analysis and assumptions behind them;
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.

Supplement – Related Resources:

- Conflict Sensitivity Consortium.
- International Crisis Group.
- USAID, “Conflict Assessment Framework, Revised (CAF 2.0).”
WEEK TEN (Nov. 23): SKILLS FOR ENGAGING CONFLICT
What are some core skills and processes of conflict engagement? How can a better understanding of these skills and processes help us to navigate conflict more wisely and effectively? How can conflict analysis enhance our capacity to work with conflict in ways that foster resolution or transformation? What can the field learn from a closer examination of indigenous approaches to conflict management?

Required Readings:
- Mayer, *The Dynamics of Conflict*.
  - Chapter 8 (“Negotiation”)
  - Chapter 9 (“Working with Impasse”)
  - Chapter 10 (“Mediation”)

Further Assignments:
- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original *comments* (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two *responses* to comments posted by other students.
- After class, complete a draft of *journal entry #10*. In this journal entry, attempt to respond to:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.

WEEK ELEVEN (Nov. 30): WORKING WITH CONFLICT CONSTRUCTIVELY
How can knowledge about conflict be put to practical use in challenging interpersonal, organizational, and policy contexts? What are some guidelines for conflict intervention, particularly when long-term presence is required? What is reconciliation, and how can conflict workers play a role in supporting it?

Required Readings:
- Mayer, *The Dynamics of Conflict*.
  - Chapter 11 (“Other Approaches to Conflict Intervention”)
Further Assignments:

- Before class, view student video presentations on LEARN and check for any instructor learning materials.
- Before class, contribute to the LEARN discussion board.
  - Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  - Offer at least two responses to comments posted by other students.
- After class, complete a draft of journal entry #11. Be sure to reflect on:
  - Concepts and themes from the required readings;
  - Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  - One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.
- Case Study Analysis #2 due at 11:59 p.m. (Waterloo time) on Saturday, December 5.

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WEEK TWELVE (Dec. 7): AGENDAS FOR CONFLICT TRANSFORMATION

What are some overarching “lessons” of conflict analysis for preventing destructive conflict, facilitating change, and assisting transitions to stable peace? What visions and local/global priorities should motivate our actions?

Required Readings:

- *Redekop, From Violence to Blessing.
  - Skim Chapter 14
  - Chapter 15, (“From Violence to Blessing”) and Epilogue
Further Assignments:
• Before class, view student video presentations on LEARN and check for any instructor learning materials.
• Before class, contribute to the LEARN discussion board.
  o Offer at least two original comments (new threads) reflecting your experience of the readings or other assignments/materials.
  o Offer at least two responses to comments posted by other students.
• After class, complete a draft of journal entry #12. Be sure to reflect on:
  o Concepts and themes from the required readings;
  o Synchronous and asynchronous course experiences (e.g., online sessions, discussion board activity, presentations, learning materials); and
  o One of the ten CPSC “key competencies” that relates in some way to key weekly themes. Choose from: Communications, Conflict Analysis, Conflict transformation, Facilitation, Mediation, Negotiation, Personal Security, Strategic Thinking & Operational Planning, Teamwork, Peace Building. Cover a different value each week from Week 3 through Week 12.
  o Reflections on “lessons learned” from the case study assignment, lessons from the overall course experience, and thoughts about your own strengths & growth areas as a conflict analyst and peace practitioner.
• Submit second collection of journal entries (#7 through #12) by 11:59 p.m. (Waterloo time) on Saturday, December 12.

* * *
UWaterloo Policies:

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 and Discipline

*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.

*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](#).

Grievances and Appeals

*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](#).

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 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.

Additional information for students:

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 UWWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

The Writing and Communication Centre (WCC)
The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing 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 you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. 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.
Further Resources for Conflict Analysis:

- Global Partnership for the Prevention of Armed Conflict.
- Swarthmore College. *Global Nonviolent Action Database*.
- UN Programme of Action on Small Arms and Light Weapons.

**Supplementary Online Resources for Mapping Global Conflict:**
- Center for International Development and Conflict Management, University of Maryland. *Minorities at Risk (MAR) Project*.
- ______. *Peace and Conflict* 2012.
- INCORE (International Conflict Research Institute).
- Project Ploughshares. *Armed Conflicts Report*.