Conrad Grebel University College
University of Waterloo

PACS 604.001: Conflict Analysis
Fall 2018

Class Time: Thursdays 9:00-11:50 a.m.
Location: CGR 2201

Instructor: Nathan C. Funk
Office Hours: Tuesdays and Thursdays from 2:30-3:30 p.m., and by appointment
Office Location: Room 2103A
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 and to long-term peacebuilding objectives.
Learning Objectives:
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; and
- demonstrate understanding of principles for engaging and working with conflict constructively.

Course Requirements and Evaluation Criteria:

1. **15% Participation:** Fifteen percent of your final grade will be based on the quality of your participation in class. Participation presupposes both consistent attendance and good preparation. It manifests through thoughtful engagement with discussions of readings and lecture topics, as well as through contributions to small-group activities.

2. **10% Discussion Leader Assignment:** Ten percent of your final grade will be derived from a discussion leader exercise in which you will first present (individually or in collaboration with another student) your analysis and assessment of assigned readings and then help to facilitate further class deliberations. Each discussion leader will provide a short, disciplined presentation of important points from the assigned content (in 12 minutes or less per person), using personal commentary and interpretation to establish the basis for a broader conversation. Handouts summarizing key points and offering suggested discussion questions are expected. In individual as well as team presentations, care should be taken to ensure that all assigned readings receive at least some coverage.

3. **5% In-class Assignment on Conflict Analysis Frameworks:** On Thursday, Nov. 8 (Week 9) students will complete an in-class assignment that involves comparing different frameworks for conflict analysis and discerning theoretical assumptions behind these frameworks. Additional details will be provided on the day of this assignment.
4. **25% Case Study Analysis #1 (20% for the paper + 5% for a presentation):** Twenty-five percent of your grade will be based on a collaborative case study project that includes individual papers as well as a group presentation. Early in the term, students will form teams of 2-4 persons who share interest in a common case; each team member will be responsible for writing an 8-10 page (double-spaced, 11- or 12-point font, 1-inch margins) analysis of issues and dynamic processes related to that case. Each member of a given team should organize her/his paper in relation to a different set of concepts and themes from the first five weeks of class (for example, one paper might explore processes of conflict escalation and/or de-escalation, while other papers might explore interrelationships/motivations of actors, identity issues, belief systems, structural/systemic aspects of conflict, and/or critical issues such as culture, power, gender, etc.). Upon completing the paper and submitting it at the beginning of the Week 6 class session, each student will give a concise presentation on his or her contribution to the team project. Handouts for presentations are recommended. Due in class on October 18.

5. **25% Case Study Analysis #2:** Another twenty-five 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 7 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 of relevant concepts 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 10-12 pages in length. Due at the Grebel Reception at 5:00 p.m. on Friday, November 30.

6. **20% Take Home Final Exam:** Twenty percent of your final grade will be based on a take-home exam. This exam will consist of short essay questions asking you to apply concepts from readings and presentations to real or hypothetical conflict scenarios. The expected length of submissions is 10-12 pages. The due date is Monday, December 10 by 5:00 p.m. (deposit at Conrad Grebel Reception Desk).

**Required Reading Materials:**


3. 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, course handouts, and grades for term
assignments. Important announcements such as the cancellation of class due to illness or inclement weather will also be posted there, so please try to check the site before each class, just in case.

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 Evaluation Criteria, Key Assignments, and Due Dates:

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<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Assessed at end of term</td>
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<tr>
<td>Discussion Leader Assignment</td>
<td>10%</td>
<td>Once during term</td>
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<tr>
<td>Case Study Analysis #1</td>
<td>20% paper</td>
<td>Thursday, Oct. 18th</td>
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<td>5% presentation</td>
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<tr>
<td>In-class Assignment on Conflict Analysis Frameworks</td>
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<td>Case Study Analysis #2</td>
<td>25%</td>
<td>Friday, Nov. 30th</td>
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<tr>
<td>Take-Home Final Exam</td>
<td>20%</td>
<td>Monday, Dec. 10th</td>
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Grading Scale:

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<tr>
<th>Assigned Letter Grades</th>
<th>Percentage Range</th>
<th>Average Calculation Values</th>
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<tr>
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<td>F-</td>
<td>0-34</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.

**Appropriate Use of Laptops, Phones, etc.:**
Laptops, iPads, smartphones and related devices are amazing tools, with impressive capabilities that can enhance our educational experience. Among other things, they allow us to maintain a portable work station, access LEARN, download PowerPoint slides, keep neatly typed lecture notes, monitor elapsed time during a presentation, and communicate with classmates. Unfortunately, these devices can also become a significant source of distraction, both for ourselves and others.

During class presentations and discussions, please give others *the gift of your full attention* and avoid activities that could divert us from the purpose of our meetings together (e.g., text messages, instant messaging, email, prepping for other courses, social media feeds). In all circumstances, consider the impact of extraneous electronic activities not just on your own learning, but also on those who are attempting to listen to presentations, watch class films, participate in discussions, or offer you their well-considered thoughts and opinions. All course participants are expected to comply with a simple principle: *if it’s a non-urgent matter that might distract you or someone sitting near you, and does not relate directly to what we are covering in class, save it for later.*

**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 – for example, by maintaining eye contact as much as possible, by asking questions, and by following the basic rules of “electronic etiquette” described above.

*Tree of Life Sculpture in Mozambique, produced by the “Transforming Arms into Art” project*

Course Schedule:

WEEK ONE (Sept. 6): MEETING ONE ANOTHER
What are our goals and plans for the term? What do we already know about conflict, and what do we want to learn? How will we work together?

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WEEK TWO (Sept. 13): UNDERSTANDING CONFLICT AND PEACE
What do we mean when we use 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 approaches to conceptualizing actor motivations and mapping conflict relationships? What are strengths and limitations of journalistic approaches to understanding conflict?

Required Readings:

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

- Fisher, et al., *Working with Conflict*.
  - Chapter 1 (“Understanding Conflict”)
  - Chapter 2 (“Tools for Conflict Analysis”)

- Redekop, *From Violence to Blessing*.
  - Chapter 1 (“Deep-Rooted Conflict”)


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.
- **Heidelberg Institute for International Conflict Research**, *Conflict Barometer 2011*.
- **Human Security Report** Project, Simon Fraser University.
- **INCORE** (International Conflict Research Institute).
- **Institute for Economics and Peace**, *Global Peace Index*.

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WEEK THREE (Sept. 20): CRITICAL ISSUES: CULTURE, POWER, GENDER, AND SOCIAL MEDIA

What are some of the various ways in which culture and belief systems 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 opposing parties? Why should conflict analysts take note of gender? What are some ways in which social media affects conflict?

Required Readings:

- Mayer, *The Dynamics of Conflict*.
  - Chapter 3 ("Power and Conflict")
  - Chapter 4 ("Culture and Conflict")
- Fisher, et al., *Working with Conflict*.
  - Chapter 3 ("Critical Issues")

Form teams for Case Analysis #1.

WEEK FOUR (Sept. 27): IDENTITY NEEDS, STRUCTURES, AND SELF-OTHER DYNAMICS

How can conflict analysis provide insight into identity issues and related “intersubjective” aspects of conflict (e.g., religion, values, culture, ethnicity, narratives, worldviews, social memory, collective psychology, shared trauma)? Can “human needs” theories help to illuminate some of the most fundamental stakes for parties to conflict? What changes can occur within and between groups as conflicts persist over time?

Required Readings:

- Redekop, *From Violence to Blessing*.
  - Chapter 2 ("Human Identity Needs")
  - Skim Chapter 3 and Chapter 4
  - Chapter 5 ("Hegemonic Structures")
  - Chapter 6 ("Ethnonationalism")
  - Chapter 7 ("Self-Other Dynamics")
  - Chapter 8 ("Structures of Violence")
WEEK FIVE (Thursday, Oct. 4): SYSTEMIC ASPECTS OF CONFLICT
How can social structures, economic systems, and political institutions shape conflict environments in ways that entrench poverty, inequality, and social/political exclusion? What are some key factors that can contribute to the escalation and perpetuation of social conflicts? What are the implications of “protracted social conflict” and “structural conflict” frameworks for addressing intergroup conflicts?

Required Readings:
- Fisher, et al., Working with Conflict.
  - Chapter 4 (“Building Strategies to Address Conflict”)

No Class on Oct. 11 (Alternate Schedule: Tuesday classes meeting on Thursday)

WEEK SIX (Oct. 18): TEAM PRESENTATIONS
How can concepts from weeks 2-5 help us understand the complex dynamics of “real-world” social conflicts?

Case Study Analysis #1 due at the beginning of class. Team presentations will follow.

WEEK SEVEN (Oct. 25): RESOURCES, ECOLOGY, AND POLITICAL ECONOMY
How do 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:
WEEK EIGHT (Nov. 1): 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? 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”)
  - Chapter 8 (“Negotiation”)
  - Chapter 9 (“Working with Impasse”)
  - Chapter 10 (“Mediation”)
- Redekop, From Violence to Blessing.
  - Part 2 (“Case Study”), Chapters 9-11

WEEK NINE (Nov. 8): CONFLICT ANALYSIS FRAMEWORKS FOR ORGANIZATIONS
What are some frameworks that many 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? In-class assignment on conflict analysis frameworks (5%) – due at the Grebel Reception by 5:00 p.m. on Thursday, Nov. 8.

Required Readings:
- *USAID, “Conflict Assessment Framework, Revised (CAF 2.0)”.
- *Safer World. “Conflict Analysis.”

Supplementary Online Resources for Conflict Analysis:
- Conflict Sensitivity Consortium.
- International Crisis Group.
WEEK TEN (Nov. 15): NORMATIVE CONTEXTS: INTERNATIONAL HUMANITARIAN LAW AND HUMAN RIGHTS

What is the role of norms pertaining to international humanitarian law in conflict analysis and peacebuilding? How can peacebuilders engage these norms to mitigate conflict and advance human security? What are some challenges and opportunities associated with applying international norms in conflict situations?

Required Readings:

- Fisher, et al., Working with Conflict.
  - Chapter 5 (“Influencing Policy”)
- Recommended community event: “International Humanitarian Law: Instruments of Peace,” Balsillie School of International Affairs, Tuesday, Nov. 13, 9:00 a.m.-5:00 p.m.

Supplementary Online Resources:

- UN Programme of Action on Small Arms and Light Weapons.

WEEK ELEVEN (Nov. 22): 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”)
  - Chapter 12 (“Why We Intervene in Conflict”)
- Fisher, et al., Working with Conflict.
  - Chapter 6 (“Intervening Directly in Conflict”)
  - Chapter 7 (“Addressing the Consequences”)
- Redekop, From Violence to Blessing.
  - Skim Chapter 12
  - Chapter 13 (“Reconciliation”)

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**WEEK TWELVE (Nov. 29): AGENDAS FOR CONFLICT TRANSFORMATION**

What are some overarching “lessons” of conflict analysis for those working to prevent destructive conflict, facilitate change, and assist transitions to stable peace?

**Required Readings:**

- Redekop, *From Violence to Blessing*.
  - Skim Chapter 14
  - Chapter 15, (“From Violence to Blessing”)
  - Epilogue
- Fisher, et al., *Working with Conflict*.
  - Chapter 8 (“Working on the Social Fabric”)
  - Chapter 9 (“Evaluation”)

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*Case Study Analysis #2 due at Grebel Reception by 5 p.m. on Friday, November 30.*

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*Take-home final exam due at the Grebel Reception on Monday, Dec. 10.*

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**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. See the [Office of Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline.
information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

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:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

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 supports if they are needed.

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

**Off campus, 24/7**
- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 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 at 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

**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.

**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 10 kilometres on each side of the Grand River.
Additional Resources:

- ________. *Global Partnership for the Prevention of Armed Conflict*.
- Swarthmore College. Global Nonviolent Action Database.