PACS 605: Conflict Transformation and Peacebuilding

Winter 2017
Thursday 9:00-11:50 a.m.
Conrad Grebel University College, University of Waterloo
Room 4224

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jennifer S. Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>CGUC, Room 2103C</td>
</tr>
<tr>
<td>Office hours</td>
<td>Thursday 1:00-3:00 p.m., and by appointment</td>
</tr>
<tr>
<td>Phone</td>
<td>(519) 885-0220, ext. 24262</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:jennifer.ball@uwaterloo.ca">jennifer.ball@uwaterloo.ca</a></td>
</tr>
</tbody>
</table>

Land Acknowledgement
We are on the traditional territory of the Attiwandaron (Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

Course Description
This course explores the theoretical and practical foundations of conflict transformation and peacebuilding. Attention will be given to a range of methods, skills, and frameworks for working with conflict to advance positive goals such as social equity, nonviolent change, restorative justice, and reconciliation, both in community settings and in larger-scale conflict situations.

Learning Objectives
Upon completing PACS 605 students should be able to:

- discuss key goals and values of conflict transformation, with particular attention to social equity, nonviolent change, and reconciliation;
• describe how conflict transformation practice relates to the larger field of conflict resolution, and to its traditional repertoire of methods and practices;
• describe the nature and scope of peacebuilding practice;
• discuss applications of conflict transformation and peacebuilding at various levels of human interaction, from interpersonal and intergroup to international and global;
• provide examples of ways in which strategic peacebuilding approaches can generate more comprehensive, participatory, and holistic responses to conflict;
• identify core principles of restorative justice, and describe ways in which these principles relate to conflict transformation and peacebuilding practices;
• identify key skills that are critical for conflict transformation, with particular attention to practices of mediation and interpersonal communication;
• reflect on their own preparations for peacebuilding, and plans for refining peace skills;
• articulate guidelines for cross-cultural engagement as an integral aspect of peacebuilding and conflict transformation;
• discuss ways in which a multi-dimensional approach to peacebuilding can incorporate contributions from environmentalism, the arts, religion, and other areas of social practice; and
• develop a comprehensive peacebuilding strategy that might be applied to address an ongoing social conflict.

Course Requirements and Evaluation Criteria

20% Class Discussion Leadership (10% for each of two classes): Each of you will be assigned to a group of 3 or 4. For two specified classes, your group will be responsible to lead the class discussion on the assigned readings for those weeks. Each of you will synthesize and highlight important points from the readings, providing some intellectual analysis and personal commentary or interpretation of them. As a group, you will provide a short list of questions (4-6) for further discussion. Handouts summarizing both key points and discussion questions are expected.

In this way, your group will “re-introduce” other students to the readings early in the class session and set the stage for further discussion. Each presenter will take about 5 minutes for their initial “re-introduction” section (20 minutes total). Presenters should consult carefully to ensure that the group as a whole fully covers the assigned material. Typically, Prof. Ball will then explore key topics in further detail, after which, time will be set aside for class discussion, based as much as possible on some of the questions your group has prepared.

In the second half of the term, your group will be responsible for the Opening and Closing of the Circle, as well as the check-in round.

Your group will be evaluated on the following criteria: clarity of delivery, substance, value for discussion, original insight or creativity, value of handout, time management.

30% Weekly Reflective Response: A significant aspect of learning in this course will take place through class discussions, many of which will happen in a Circle format. As a means of evaluating both your participation in the course, your understandings of the readings, and your learning process, you will write a weekly reflective response. Following each class, submit a 200-300 word response to the question,
“How have the class discussions changed your initial understanding of the readings? Make direct references to the readings.”

This template is posted on LEARN and should be submitted to the appropriate dropbox each week by midnight on Friday.

30% Peacebuilding Strategy Project (25% for a paper + 5% for a presentation): This project includes a 2500-3000 word paper (double spaced, 11 or 12 pt font) and a short, 5-minute presentation. As a peacebuilding strategy project, it will involve “prospective thinking” to formulate an integrative strategy for sustainable conflict transformation efforts, tailored to fit a particular context and make use of available resources as effectively as possible. This strategy should draw upon applicable concepts from throughout the term (weeks 1 through 11), and should propose activities that 1) are responsive to the deeper roots of conflict, and 2) contribute towards a coherent vision for change. Students may choose from a wide range of conflict scenarios.

Each student will submit her/his paper (via dropbox on LEARN), due at the beginning of class on March 30 (Week 12), and give the presentation to the class on the same date. Handouts to accompany these presentations are recommended but not required.

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 peacebuilding issues and scenarios. The expected length of submissions is 2000-2500 words (double spaced, 11 or 12 pt font). The due date is Monday, April 10 by midnight via dropbox on LEARN.

Course Texts


NOTES:

- All of the above texts are available at the uWaterloo Campus Store and at Library Reserves in Milton Good Library, Conrad Grebel University College.
- Additional readings will be made available through LEARN and/or eReserves, and are marked with an “**” in the course schedule below (see p. 6).
Desire2Learn (D2L or LEARN) Learning Management System

Important course announcements will appear from time to time in the Desire2Learn (LEARN) learning management system. To access these announcements and make use of additional course resources posted in LEARN, go to https://learn.uwaterloo.ca. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp.uwaterloo.ca. After you have successfully logged in, click on the PACS 605 link in the yellow “My 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.

Assignments will also be handed in on LEARN via the appropriate dropboxes. Click on “Assessments”, then on “Dropbox”, and then on the specific dropbox for the assignment. Upload your assignment. Expect to receive your assignment back with feedback also via the same dropbox.

The Writing Centre

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

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

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

Academic Integrity

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 UWaterloo Academic Integrity webpage and the Arts 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. 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. For 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.
**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.

**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.

**Additional Considerations**

As we progress through the term, 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 Peace and Conflict Studies courses 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 enables you to develop an enhanced capacity to express 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.

Schedule of Topics

Week 1 (January 5): Meeting One Another and Making Plans

What are our goals and plans for the term? What do we already know about conflict transformation and peacebuilding, and what do we want to learn? How will we work together?

Week 2 (January 12): Goals of Peacebuilding and Conflict Transformation

What are some of the challenges and opportunities facing contemporary peacebuilders, and what is the rationale for comprehensive or “systemic” peacebuilding strategies? What are some of the distinguishing characteristics of conflict transformation and peacebuilding as responses to conflict, within the larger context of conflict resolution practice?

Required Readings:

Week 3 (January 19): Complex Conflict Systems

How can peacebuilders come to terms with the complexity of “conflict-habituated” social systems, and with the multi-dimensional challenges that confront populations experiencing protracted conflict? What are some constructive ways of moving from analysis to engagement?

Required Readings:

  - Chapter 4 (“The Social Cube Analytical Model,” pp. 61-80), Chapter 7 (“Emancipatory Peacebuilding,” pp. 115-140), Chapter 8 (“Ripeness, Readiness, and
• Hart, Barry, ed. *Peacebuilding in Traumatized Societies.*
  o Chapter 2 (“Managing Memory: Looking to Transitional Justice to Address Trauma,” pp. 27-47), Chapter 3 (“Humiliation, Trauma, and Trauma Recovery in a Globalized World,” pp. 49-64)

**Week 4 (January 26): Strategic Peacebuilding**

*How can peacebuilding strategically include and connect diverse actors in society? What is the rationale for integrated peacebuilding frameworks, and what are key criteria for effective practice? What are some ways in which communities have drawn upon their own resources to navigate dangerous socio-political contexts, creating localized peace in the midst of destructive conflict?*

  o Chapters 4-11 (pp. 37-152)
  o Chapter 1 (“Preventing Violent Conflict,” pp. 1-14), Chapter 2 (“Steps on the Path to Preventing Violent Conflict,” pp. 17-31)

*Cambodian Peace March

Source: http://members.iinet.net.au/~pictim/peace/flag.html*
Week 5 (February 2): Local Contexts and Resources

How can attention to “the local” contribute to sustainable peacebuilding practices? Why have diverse actors, including international organizations as well as NGOs, placed increasing emphasis on local ownership and empowerment? What can we learn from concrete examples of local peacebuilding (or war avoidance)?

Required Readings:


Week 6 (February 9): Nonviolent Civil Resistance as a Basis for Conflict Transformation

How do intentionally nonviolent conflict strategies shape intergroup dynamics? How can escalation processes be managed in ways that support equitable negotiations, particularly in dangerous and/or oppressive situations? What has been learned about nonviolent conflict, and how can this knowledge advance conflict transformation and peacebuilding?

Required Readings:


- *Veronique Dudouet, "Nonviolent Resistance in Power Asymmetries," in Advancing Conflict Transformation: The Berghof Handbook II. (Read entire chapter; for full citation see end of chapter. A useful overview of nonviolent resistance and its relevance to conflict transformation.)

This is a substantive case study of a frequently overlooked nonviolent movement, authored by a prominent peace research scholar.)

- *Robert L. Helvey, On Strategic Nonviolent Conflict: Thinking about the Fundamentals (Boston, MA: The Albert Einstein Institute, 2004). (Read Chapter 1. Skim chapters 2, 3, and 4. Examine appendices and figures at the end of the book. Helvey’s work provides a very clear illustration of the “pragmatic nonviolence” school of thought, as expounded by Gene Sharp and the International Centre on Nonviolent Conflict.)

Week 7 (February 16): Multiple Peacebuilding Tracks
What can a gender lens add to our understanding of peace resources and processes? Why is it important for peacebuilders to think about religion? How can diverse civil society actors contribute to a “multi-track” peacebuilding process?

Required Readings:


  - Chapter 6 (“Peacebuilding Leadership in Traumatized Societies,” pp. 107-128)


Reading Week (February 23): No Class

Week 8 (March 2): Mediation and Other Third-party Roles

How do North American mediation practices conventionally operate? How can familiarity with mediation processes be used to advance conflict transformation within communities as well as in larger-scale social and political settings?

Required Readings:

  - Chapter 2 (“Understanding Conflict and the Role of Mediation,” pp. 12-21)
  - Section 2: Introduction to Mediation (Chapters 3-10, pp. 25-84)


Week 9 (March 9): Peace Skills and Peace Processes

What are some of the most essential communication skills for peacemakers to master? What are some principles of “good process” for those serving in third-party roles? What are some potential benefits of sustained dialogue and relationship building?
Required Readings:

  - Section 3: Communication Skills and Tools (Chapters 11-13, pp. 87-104)
  - Section 4: Building Peace in Communities (Chapter 14, pp. 107-117)
  - Chapter 19 (“Milestones on a Journey in Peace and Conflict Studies,” pp. 371-393), Chapter 20 (“Where Do We Go from Here?” pp. 397-403)

Week 10 (March 16 – *Date & Time to be negotiated*): Cross-Cultural Engagement

*How can peacemaking best proceed amidst significant differences in cultures and worldviews? How can peacebuilders acquire greater competence at working with cultural differences?*

**Guest Speaker (TBD)**

**Required Readings:**

  - pp. 11-49 [then skim pp. 49-74]; pp. 74-111; pp. 119-143
  - Chapter 13 (“Indigenous Processes of Conflict Resolution,” pp. 245-270)

Week 11 (March 23): Arts-based and Environmental Approaches to Peacebuilding

*What are some areas of creativity and innovation in the peacebuilding field? How are the arts shaping some approaches to conflict transformation? How can peacebuilding processes integrate or leverage ecological considerations?*

**Required Readings:**

  - Chapter 9 (“Arts Approaches to Peace,” pp. 185-203)
  - Chapter 12 (“War on Earth?” pp. 217-244), Chapter 16 (“Narrative...,” pp. 311-328)

**Week 12 (March 30): Presentations**

- *Peacebuilding Strategy Paper due at the beginning of class.*

- *Take-Home Exam due Monday, April 10 at midnight via dropbox on LEARN.*

*Mural in Londonderry, Northern Ireland
Source: Nathan Funk (personal photo)*
Resource List – For Research and Further Reading


