PACS 612: Culture, Religion, and Peacebuilding
Winter 2017

Monday 5:30 p.m.-8:20 p.m.
Conrad Grebel University College, University of Waterloo
CGR 2201

Instructor | Nathan C. Funk
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Office hours | Monday and Wednesday 3:00-4:00 p.m., and by appointment
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Course Description
This course explores cultural, religious, and identity-based dimensions of conflict and conflict resolution, examining major patterns of human difference and their implications for contemporary peacebuilding practice. In-depth readings, case studies, simulations, and role plays are used to expose students to the practical reality of building a common peace in the midst of diversity.

Learning Objectives
Upon completing PACS 612 students should be able to:
- discuss implications of recognizing cultural and religious diversity as a context for peacebuilding theory and practice;
- articulate ways in which cultural as well as religious factors can be sources of conflict as well as resources for peace;
- describe some major patterns of cultural difference;
- provide informed commentary on how cultural and religious differences can correlate with differences in value priorities, worldviews, and understandings of conflict/peace;

Origami Crane (Japan)
Source: http://commons.wikimedia.org/wiki/File:Origami-crane.jpg
• critique common misconceptions about culture and religion that ought to be avoided by peace practitioners;
• offer examples of how aspects of culture and religion (including values, practices, narratives, and worldviews as well as symbolic markers) can shape collective identities, influence conflict management practices, and affect relations between members of different groups;
• analyze conflict scenarios to discern ways in which cultural and religious differences (including cultural identities and practices) intersect with other significant factors;
• articulate ways in which their own cultural/religious background has informed their assumptions about conflict and peacemaking;
• describe stages of cross-cultural adjustment and adaptation;
• explain differences between “prescriptive” and “elicitive” approaches to conflict resolution training and capacity development;
• discuss potential benefits and challenges associated with efforts to tap and strengthen traditional, indigenous, and local approaches to peacemaking;
• identify criteria for cross-culturally effective and culturally empowering forms of conflict resolution practice, and evaluate peacebuilding efforts in accordance with these criteria;
• construct an argument concerning the value of cultural competence and cross-cultural learning/research for peace practitioners.
• discuss significant cases of religious peacebuilding from a number of different settings around the world;
• identify relevant terms in the religious vocabularies of several world religions for peace, social justice, and reconciliation, with attention to similarities as well as differences in meaning;
• identify “peace traditions” and positive examples of peacemaking within multiple religious communities;
• offer explanations for divergent views that may be found within a particular religion on such issues as religious diversity, peacebuilding, social justice, and human rights;
• describe notable characteristics of religious peacemakers, including qualities that may distinguish them from other practitioners within the same religious tradition;
• discuss relevant applications of various religious peacebuilding practices, including nonviolent action/witness, interfaith dialogue, multifaith projects/coalitions, hermeneutics, education/training, mediation, and advocacy for peace, social justice and/or coexistence;
• discuss the relevance of course topics to personal ethical and/or spiritual concerns; and
• develop a proposal for cultural and/or religious peacebuilding in the world today.

Source: www.germany.info/relaunch/culture/new/images/coexistence_exhibit.jpg
Course Requirements and Evaluation Criteria

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.

5% Discussion Leader Assignment: Five percent of your final grade will be derived from a discussion leader exercise in which you will present (individually or in collaboration with another student) your analysis and assessment of assigned readings and set the stage for further class deliberations. Discussion leaders will be asked to initiate conversation by sharing their own reactions to the material, in 12 minutes or less per person. Each discussion leader will provide a short, disciplined summary of important points from the assigned content, using personal commentary and interpretation to provoke conversation. Handouts summarizing key points and offering suggested discussion questions are highly recommended. In individual as well as team presentations, care should be taken to demonstrate at least some engagement with all assigned readings.

40% Two Journals: Forty percent of your grade will be based on two submissions of a weekly journal in which you will articulate a personal and intellectual response to the course experience that ties together major themes from readings, lectures, discussions, and 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 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 expression (language usage, readability, mechanics). Each of the two journal submissions (February 17 and April 3) should be approximately 15-20 pages in length (double-spaced, 1-inch margins, regular font – like 12-point New Times Roman).

5% Research Proposal Presentation: Five percent of your grade will be based on a short, 5-minute presentation of your final research paper topic to the entire class. This presentation will take the form of a “pitch” or extended “elevator speech,” offered in conjunction with a 2-page research proposal handout (single spaced, with at least 10-point font). This assignment has multiple purposes: to help you formalize and commit to a specific project, to invite constructive feedback from peers, and to foster a sense of collective investment in the diverse projects you and your classmates will complete this term. Be sure that your research proposal handout is clear and substantive, and divided into the following sections: a) subject: a description of the problem, case, or issue area you would like to investigate; b) research questions: an articulation of two or more questions that will serve to frame and guide your inquiry; c) importance: a statement about why the topic matters; and d) bibliography: a preliminary list of at least five high-value sources, including both books and journal articles. These presentations will take place between the third and eighth weeks of class; students will be asked to sign up for specific presentation slots in advance.

35% Final Research Paper and Presentation: Thirty-five percent of your grade will be based on a final research paper (worth 30%) and an individual presentation (worth 5%). Based on the proposal you present in class, the final research paper will explore a particular case or issue area that relates to religious and/or cultural aspects of conflict and peacebuilding. The expected length is 16-20 pages (double-spaced, 11- or 12-point font, 1-inch margins). The paper is due at the start of our final session of class (Monday, April 10), which will be dedicated to a series of short, collegial presentations. Your presentation should detail what you have learned about the topic since your initial research proposal,
and also offer a statement concerning the broader significance of the findings for peacebuilding theory and practice. Like your initial research proposal presentation, this presentation needs to be pithy and concise, and should take no more than 5 minutes.

**Note:** Marked assignments will be returned in class. Unclaimed assignments as well as final papers will be left at the Grebel Reception Desk for you to pick up at your own convenience.

**Late Policy for Written Work**
Students who contact Prof. Funk *well in advance* of a due date with information about realistic complications that will postpone completion of an assignment that is not “time critical” usually receive favourable consideration.

Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to papers that arrive late without prior clearance. Here are our standard deductions for late work:

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

Please do not make the mistake of failing to submit an assignment. Deadlines are important, but the instructor is willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

**PACS Research Support**
The library has created a subject guide to help you carry out peace-related research. You can access this guide at [http://subjectguides.uwaterloo.ca/pacs](http://subjectguides.uwaterloo.ca/pacs). 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.

**Desire2Learn (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](https://learn.uwaterloo.ca). Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact [learnhelp.uwaterloo.ca](http://learnhelp.uwaterloo.ca). After you have successfully logged in, click on the PACS 612 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.

**Course Texts**
The following texts have been ordered through the University of Waterloo Campus Bookstore:


Several additional readings will be posted in the PACS 612 Electronic Reserves, available at https://www.reserves.uwaterloo.ca and in LEARN. These electronic-format readings are marked with an “*” in the schedule below.

**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.

**Cross-listed course (requirement for all Arts courses)**

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**

**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 UWWaterloo 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.

**Appropriate Use of Laptops (and Other Gadgets)**

Laptops, smartphones, and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable workstation, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. 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, movie trailers, 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. Students 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 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.

Source: http://www.southlondoninterfaith.org.uk/remembrance-sunday/

Schedule of Topics

Week 1 (Jan. 9): Meeting One Another and Defining Our Objectives

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Week 2 (Jan. 16): Peacebuilding with a Cultural Lens

Required Readings:

  o Introduction (pp. 1-10), Chapter 1: “Conflict: A Universal, Cultural, and Individual Process” (pp. 11-41), Chapter 2: “Conflict: Creative or Destructive Dynamics” (pp. 42-72).
  o Introduction (pp. 3-4) and Part I: Culture (pp. 5-21, Part II: Conflict Resolution (pp. 23-55).
• Thomas, David C. and Kerr Inkson. Cultural Intelligence: Living and Working Globally, 2nd ed.
  o Chapter 1: “Living and Working in the Global Village” (pp. 1-19), Chapter 2: Cultural Knowledge” (pp. 20-42), Chapter 3: “Mindfulness and Cross-Cultural Skills” (pp. 43-62).
Further Reading:

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Week 3 (Jan. 23): Religion in Conflict and Peacebuilding

Required Readings:

  - Introduction (pp. xiii-xxvii).
  - Read at least three of the first six chapters (i.e., from Chapters 1-6).
  - Read at least two of the last four chapters (i.e., from Chapters 7-10).
  - Epilogue (pp. 197-208).

Further Reading:
- Docherty, Jayne Seminare. Learning Lessons from Waco: When the Parties Bring Their Gods to the Negotiation Table.
Week 4 (Jan. 30): Religion and Culture as Peace Resources

**Required Readings:**

  - Introduction (pp. 3-10), Chapter 2 (pp. 11-23) Chapter 3 (pp. 25-33).
  - Part III: Frames for Culture and Conflict Resolution (pp. 57-72) and Part IV: “Discourses of Culture in Conflict Resolution” (pp. 73-108).
- Augsburger, David W. *Conflict Mediation Across Cultures.*
  - Chapter 3: “Conflict: The Power of Honor, Dignity, and Face” (pp. 73-112) and Chapter 5: “Conflict: Triangular in Origin and Resolution” (pp. 143-163).

**Further Reading:**
Week 5 (Feb. 6): Change from Within

Required Readings:

  - Chapter 4: "An Analytical Approach to Training" (pp. 37-46), Chapter 5: "The Prescriptive Model" (pp. 47-53), Chapter 6: "The Elicitive Model" (pp. 55-62), Chapter 7: "Prescriptive and Elicitive: The Critical Tension" (pp. 63-70), Chapter 8: "Language and Metaphor as Natural Resources in Conflict Training" (pp. 73-83), Chapter 9: "So to Whom Do You Turn?" (pp. 85-100), Chapter 11: "Facing Multicultural Settings" (pp. 109-118), Conclusions (pp. 119-122).

- Augsburger, David W. *Conflict Mediation Across Cultures*.  
  - Chapter 7: "Mediation: The Necessity of a Go-between" (pp. 187-228)

Further Reading:

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Week 6 (Feb. 13): Case Studies in Religious Peacebuilding (I)

**Required Readings:**

  - Chapter 4: “The Beginnings of Mennonite Central Committee and Its Ministry of Peace,” by Esther Epp-Tiessen (pp. 71-89).
  - Chapter 1: “Peacemakers in Action” (pp. 3-16).
  - Read two: Chapters 2 (Syria), 3 (Iraq), 4 (Israel), 5 (Colombia).

**First journal assignment due on Friday, February 17**

**Further Reading:**

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**No class Feb. 20 – Reading Week**

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Week 7 (Feb. 27): Case Studies in Religious Peacebuilding (II)

**Required Readings:**

- *Dubensky, Joyce, ed. Peacemakers in Action, Volume II.*
  - Read two: Chapters 6 (Afghanistan), 7 (Congo), 8 (Pakistan)
  - Read about six of the fourteen peacemakers profiled in Chapter 9
  - Chapter 10: “Understanding Religious Peacebuilding” (pp. 489-512).
Further Reading:

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Week 8 (Mar. 6): Gender and Peacebuilding in Religious and Cultural Contexts

**Required Readings:**

  - Chapter 1: “Religious Women’s Invisibility” (pp. 1-27).
  - Part I: “Women Peacebuilders” (pp. 29-39).
  - Read one: Chapters 2, 3, 4, 5.
  - Part II: “Women and Faith in Action” (pp. 127-142).
  - Read one: Chapters 6, 7, 8, 9, 10, 11, 12.
  - Chapter 13: “Strengthening Religious Women’s Work for Peace” (pp. 283-297).
  - Chapter 14: “Conclusion” (pp. 299-311).
- **Augsburger, David W. *Conflict Mediation Across Cultures*.**
  - Chapter 6: “Gender: Conflict Differences and Conflict Styles” pp. 164-186

Further Reading:
Week 9 (Mar. 13): Interfaith Dialogue and Bridgebuilding

**Required Readings:**

  - Introduction and Chapters 1-3 (pp. 3-60).
  - Read *either* Chapter 4 (Young) or Chapter 5 (Steele).
  - Chapter 6: “Mitigation in Northern Ireland,” by Liechty (pp. 89-101).
  - Read *either* Chapter 7 (Schneier) or Chapter 8 (Gibbs).
  - Conclusion (pp. 127-131).

**Further Reading:**

- Hellwig, Monika K. “Peacefulness, a Personal Discipline.” In *A Case for Peace in Reason and Faith*, pp. 77-89.

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Week 10 (Mar. 20): No Class (Research Time)

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Week 11 (Mar. 27): Intercultural Engagement as Peacebuilding

**Required Readings:**

  - Chapter 5: “Communicating, Negotiating, and Resolving Conflicts across Cultures” (pp. 84-106), Chapter 6: “Motivating and Leading across Cultures” (pp. 107-128), Chapter 7: “Working with Multicultural Groups and Teams” (pp. 129-150), Chapter 8: “Developing Cultural Intelligence in a Global World” (pp. 151-173), Conclusion (pp. 174-178).
Further Reading:

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Week 12 (Apr. 3): Reconciliation

Required Readings:

- Augsburger, David W. *Conflict Mediation Across Cultures*.
  - Chapter 8: “Conflict: Cycles, Pathways, and Patterns” (pp. 229-258)
  - Chapter 9: “Reconciliation: The Many Faces of Forgiveness” (pp. 259-287)

Second journal assignment due at the start of class today

Further Reading:

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Week 13 (Apr. 10): Presentations

Final research paper due; presentations

Source: http://media.kids-myshot.nationalgeographic.com/2012/04/4f8788e701eaclM_G_5477_large_medium.JPG