PACS 603 – Building Civil Society

Conrad Grebel University College, University of Waterloo
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Class Location: Conrad Grebel University College Room 2201
Class Time: Mondays, 1:30 – 4:20 pm

Land Acknowledgement:

The University of Waterloo and Conrad Grebel University College are located are on the traditional territory of the Attawandaron (Neutral), Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River. The University of Waterloo Office of Indigenous Relations urges all of us as "campus community members to not only acknowledge the traditional territory on which University of Waterloo resides, but also to ground this acknowledgement with action" toward justice, reconciliation and decolonization (Office of Indigenous Relations, 2022).

Course Description:

> "If you have come here to help me you are wasting your time, but **if you have come because your liberation is bound up with mine**, then let us work together."
>
> - Lilla Watson, Aboriginal elder, activist, and educator from Queensland Australia.

Building Civil Society equips students with knowledge, skills and capacities for promoting peace and constructive social change led by groups and communities directly impacted by direct and structural violence. We explore how a wide of range of associations and networks contribute to peace and social justice with an emphasis on grassroots organizations, educators and artists, nongovernmental organizations, and spiritual and faith communities. Second, we analyze frameworks that inform participatory approaches to change, and examine processes and strategies for fostering participation, shared leadership, and community ownership for peace, safety and social justice. Finally, we study core competencies for designing, launching and operating collaborative peace and justice initiatives and organizations. The symbol for our course is a fractal, a complex pattern repeated across different scales. Trees, broccoli, snowflakes and snails show us examples of fractals in nature. Inspired by the imagery of fractals, we will attend to how shifts in power and participation can effect change at multiple levels.

Course Learning Outcomes:

By the end of the course, students will be able to:

- Explain a diversity of associational forms and processes for building peace and justice.
- Analyze a range of frameworks and models that inform participatory approaches to change.
- Develop a toolkit of processes and strategies to engage people in democratic, inclusive, community-driven, and/or community-led processes for peace, safety and social justice.
- Generate and apply ethics, values, visions and principles to collective social action.
- Develop goals, visions and theories of change for collective peace and social justice initiatives.

This course meaningfully contributes to the following MPACS program learning objectives:

1. Appreciate diverse contributions of peace efforts.
2. Recognize potential applications of nonviolent intervention and transformation at all levels of society.
3. Develop collaborative strategies to foster peace.
4. Develop practical and professional competencies necessary for effective peacebuilding work.
5. Articulate a vision to advance peace in practical and meaningful ways locally, nationally, and globally.

Required Textbook:

- McCutcheon, Richard, Jarem Sawatsky, and Valerie Smith. 2015. *Voices of Harmony and Dissent: How Peacebuilders are Transforming Their Worlds*. Winnipeg: CMU Press. (Chapters from this text, which is available for free online, will be used for the second week of the course only). Download the free e-book (ePub and Mobi editions) at https://csop.cmu.ca/peacebook/

Course Teaching Methodology:

PACS 603 is a seminar course. We will utilize dialogical methods of learning in which students can learn as much from each other as from course materials and the professor – if not more! We will utilize large and small group discussions, interactive exercises and structured dialogue to facilitate holistic sharing, foster deep listening and cultivate a classroom community in which everyone is a teacher and a learner.

Covid-19 and Contingency Planning.

PACS 603 has a Resilient Course Design: While the course is structured as in-person learning experiences, class sessions will be moved online via Zoom at our usual class time if circumstances or university policies necessitate such a change. In these cases, I will provide notice through an announcement posted to LEARN. You can adjust your settings in LEARN to ensure that these announcements will be automatically delivered to your email address registered with LEARN. Students who cannot attend an in-person class session due to mandatory isolation (e.g. illness or exposure, suspected or actual, to Covid-19) will not be penalized in any way. In these cases, please

connect with a peer to access class notes and ideally, have a conversation about what you missed. If you are well but need to isolate, feel free to ask a peer if they can help you join class via video conferencing.

Course Requirements:

Course participation (15%) and Co-facilitation (5%) – 20%
3-2-1 Reading responses (Weeks 2, 3 & 4 due Mon. Oct 2; Remaining weeks due Mon. Dec 4) – 15%
Academic blog essay (due Fri. Oct 27) – 10%
Tentative abstract and annotated bibliography (due Fri. Nov. 10)- 15%
Abstract and bibliography peer review (due Fri. Nov. 17) - 10%
Project proposal OR Research paper (due Mon. Dec 11) – 30%

Brief descriptions of the required assignments are below.

Course Participation and Co-facilitation (20%) – Your participation and contributions are an essential component of a seminar learning experience. PACS 603 focuses on participatory and collaborative approaches to peace and social change. In this course, strong participation is not only about making contributions and questions that evidence thoughtful class preparation but also demonstrating deep listening and drawing out the perspectives and experiences of others. Therefore, you will be evaluated on not only what you share, but also how you contribute to a positive and welcoming class environment in which each person can bring their whole self. Demonstration of careful listening to what your peers share is as important as sharing your own perspectives, ideas and experiences. You will also work with me to co-facilitate a class session. I will provide a sign-up sheet for co-facilitation of sessions, which is worth 5% of this component. You will be evaluated on your preparation of questions for class discussion, demonstration of careful listening to what your peers share, respectful and skillful approach to eliciting participation, and work to draw out key themes, points of tension, lived experiences and applications.

3-2-1 Reading Responses (15%) - Due Mon. Oct. 2 (weeks 2-4) & Mon. Dec. 4 (weeks 5, 6, 8 – 12)

Develop a 400-600 word (double-spaced) response to the assigned readings. Your response should briefly restate and discuss three points (e.g. concepts, arguments, theories, guiding ideas); two questions (e.g. clarifying questions, discussion questions, etc.) and one example or application of an idea/ideas you encountered. It is great to integrate your personal and professional experience, and share relevant insights from it. I will evaluate your responses on a three-point scale (minimal, adequate, or rigorous engagement). You are also responsible for bringing your responses to class to share as a springboard for discussion. Submit reading responses for weeks 2, 3 and 4 (in one document) on Monday, Oct. 2. Submit the remainder of your responses on Monday, Dec. 4. No reading response is required for week 7 (Oct. 30). You may skip an additional week, for a total of eight weekly responses.

Academic Blog Essay (10%) – Due Fri. October 27.

Communicating potentially complex ideas about peacebuilding, power, and participation in accessible and engaging ways is an important skill to develop and practice. This skill is directly relevant to the work of engaging communities in peace and social change. For this assignment, develop an academic blog essay of 800 – 1,000 words on a topic of your choice that explains and engages with the ideas of three writers and thinkers from the first two parts of the course. Be creative and take risks in using your voice! You will read and discuss the essays as part of an asynchronous online class session on Mon. Oct. 30.

Tentative Abstract and Annotated Bibliography (15%): Due Fri. November 10.

Develop a tentative abstract of the project or research paper you wish to develop that clearly and concisely articulates the guiding question or challenge to which your project or paper responds, important context and background information, the format of your project or paper, and the methods you will employ. In addition, develop an annotated bibliography of ten to fifteen sources that you plan to consult and reference in the development of your project proposal or research paper, outside of the course materials. Each annotation should be a minimum of 150 words, and a maximum of 400 words. In addition to submitting your work for evaluation by the instructor, copy and paste the text of your assignment into the body of a message on the designated LEARN discussion forum for peer review. Before submitting your post, add three to five specific questions on which you would like feedback. Finally, give your post a clear and concise title that summarizes the topic of your paper or project.

Abstract and Bibliography Peer Review (10%)– Due Fri. Nov. 17

Review and provide detailed feedback on three students' abstracts and bibliographies, responding directly to the questions they posed. You may share **affirmative** comments or **clarifying** questions on additional areas. Finally, skim the remainder of the proposals, and post a brief (2-4 sentence) comment about the topic of their proposal, a point of similarity with your own work, and/or a suggested resource.

Project Proposal or Research Paper (40%) – Due Mon. December 11.

Option A– Project Proposal: Design an initiative or project to be carried out by a grassroots or community-based group, organization, or network that uses participatory approaches to social change. The plan should be written for a specified audience from which you are seeking funding and/or another form of support – material or otherwise. Your explanation of why the initiative (or project) is needed should be accessible, suitable and relevant for your chosen audience. The proposal must include a clear statement of goals, background, desired change(s), strategy, and guiding values. Delineate the plan for implementation, budget and resources needed, and timeline. Your work should draw on at least five course texts and at least ten additional sources including peer-reviewed journal articles and book chapters. Include a bibliography, and a list of recommended resources for funders and/or participants.

Option B –Research Paper: Write a research paper that can inform thinking and action on how grassroots, community-based or civil society groups, organizations and networks use participatory approaches to foster social change and shift power. Your work should draw on at least five course texts and at least ten additional sources including peer-reviewed journal articles and book chapters. Envision a specific audience to which your paper is relevant and use a style of writing that is accessible to that audience. Think about who could come together to read and discuss your paper. Include three or more discussion questions and recommended resources for further learning, in addition to your bibliography.

Maximum length: 4000 words (Arial, Times or similar font, double-spaced).

Course schedule:

The course schedule will be made available to students via LEARN, and is subject to updates/changes.

Administrative Policies

Submission guidelines:

Course assignments are to be submitted in LEARN by 11:59 pm unless otherwise indicated.

Assignment Deadlines:

Timely submission of assignments is a component of successful completion. Late assignments will therefore be deducted points (5% for the first day, and an additional 1% per day) unless a student has received an extension in advance (approved by the instructor in writing) and/or exceptional and unforeseen circumstances apply up to a maximum deduction of 20%. Please talk with me if you are struggling well in advance of an upcoming assignment due date. I will do my best to work with you.

Grading Policy:

"F" (≤49): Failing work. "D" (50-59): Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C" (60-69): Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and involves memorizing details and material. "B" (70-79): Good ability to explain how certain issues and events are related to one another according to explanations currently held in the field; sees relationships between events and theories and can reproduce arguments. "A"(80-100): Excellent, independent and original thinking and/or creative work. Please see the grading rubric on the last page of the syllabus for more details.

Research and Writing Assistance:

Need research guidance? Visit a help desk at any University of Waterloo library or visit the PACS research guide online. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, located in the Conrad Grebel University library, is available for consultation. Laureen works with PACS faculty to order library resources and to create the research guide.

Need writing support? (Who doesn't?) Visit the University of Waterloo Writing and Communication Centre.   The Centre offers a number of services for graduate students, including virtual appointments, asynchronous workshops, a virtual writing café (where you can work on your papers with others in a virtual community space), and online resources (for e.g. a guide on how to write an academic blog post!)

Generative AI

This course includes the independent development and practice of specific skills, such as **the ability to describe, analyze and explain concepts, theories, frameworks and approaches**. Therefore, the use of Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-

E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of Policy 71 (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- Student Success Office for help with skills like notetaking and time management
- Writing and Communication Centre for assignments with writing or presentations
- AccessAbility Services for documented accommodations
- Library for research-based assignments

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is

necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Chosen/Preferred First Name

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into WatIAM.

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit Updating Personal Information.

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

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

Due to COVID-19 and campus closures, some services are only available online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

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 [UWaterloo and regional mental health resources (PDF)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

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 University Policies and Resources:

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their 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.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their 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.

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 they have a ground for an appeal should refer to Policy 72, Student Appeals.

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.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit an alternative assignment.

Writing Standards –Graduate Level *(revised Spring 2017)*[1]

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content	
Structure *(logical order or sequence of the writing)*	• shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	

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[1] Adapted with Permission from Eastern Mennonite University's Graduate Program

Rhetoric and Style *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy *(locating, evaluating, and using effectively the needed information as appropriate to assignment)*	• uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity *(appropriate acknowledgment of sources used in research)*	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments	
Conventions *(adherence to grammar rules: usage, spelling and mechanics)*	• composes well-constructed sentences • makes virtually no errors in grammar and spelling • makes accurate word choices	• almost always composes well-constructed sentences • makes minimal errors in grammar and spelling • almost always makes accurate word choices	• usually has well-constructed sentences • makes several errors in grammar and spelling • makes many inaccurate word choices	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				