PACS 604: Conflict Analysis
Conrad Grebel University College
University of Waterloo
Fall 2023

Class Time:	Wednesday 6:00 p.m.-8:50 p.m.
Classroom:	CGR 2201
Instructor:	Nathan Funk
Office:	CGR 4205
Office Hours:	Wednesday 1:00 p.m. – 2:00 p.m.
	Thursday 1:00 p.m. – 2:00 p.m.
Email:	nfunk@uwaterloo.ca

Course Description:

PACS 604 examines theoretical and practical frameworks for understanding conflict, with particular attention to structures and dynamics inhibiting peace. The course provides students with some of the analytical skills needed to understand how conflicts develop and escalate, to identify factors that can lead to or perpetuate violence, and to map root causes of conflict (e.g., human rights violations, needs deprivation, cultural and identity-related issues, inequality, resource misuse and environmental degradation) at interpersonal, intergroup, and international levels. Attention will also be given to ways in which conflict analysis relates to constructive forms of conflict engagement, to values and competencies of "peace professionalism," and to long-term peacebuilding objectives.

Territorial Acknowledgement:
The meeting place for this class is 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 six miles on each side of the Grand River.

Learning Objectives:

The design of this course is informed by the assumption that those who enroll are not just students seeking a degree, but also potential peace practitioners exploring conflict and justice issues in a wide range of different applied areas and contexts. The course therefore aims not only to equip learners with information and concepts, but also to offer exposure to a framework for reflection on what it means to be a "peace professional." When you are composing analyses, participating in class, or completing other assignments, try not to limit yourself to your current lens as a student. Seek also to apply the lens of a potential peace practitioner in whatever area(s) you may ultimately choose to work.

Upon completing PACS 604 students should be able to:
- describe the benefits of a multi-dimensional approach to analyzing and "making sense" of social conflict;
- apply key conflict analysis concepts from the interdisciplinary MPACS field, to shed light on factors driving and transforming conflicts among individuals, social groups, and nations;
- discuss similarities and differences between conflict dynamics at different levels of analysis (e.g., interpersonal, intergroup, international);
- discuss the role of communication in conflict situations, with particular attention to its role in escalation and de-escalation processes;
- describe stages and consequences of conflict escalation, as well as challenges and methods of conflict de-escalation;
- apply analytical concepts (including frameworks developed for policymakers and practitioners) to large-scale conflict scenarios;
- discuss issues of concern among analysts of social conflict (e.g., poverty, identity, racism, social exclusion, resources, human rights, environmental degradation), as they relate to particular cases;
- describe non-polarizing forms of conflict engagement that facilitate the development of greater understanding among parties in conflict, and explain how these forms of engagement can provide openings for conflict transformation;
- reflect on personal habits and patterns in dealing with conflict, identifying strengths as well as potential growth areas;
- demonstrate understanding of principles for working with conflict constructively;
- and describe the attributes of peace professionals as presented in a model designed by Civilian Peace Service Canada (CPSC) and reflect on peace professionalism values as they relate to your own motivations for pursuing an MPACS degree.

Course Expectations:

Respecting One Another
This is a course that looks a conflict through a number or lenses. Conflict carries with it micro/personal level challenges as well as macro/cultural/social level challenges and we each experience the challenges of conflict differently. There are students in this course, and across campus, from all walks of life who have experienced conflict in ways that differ significantly from your own experience. In learning about conflict together it is of the utmost importance that we give one another the space to learn and to share as we examine issues of conflict respectfully together.

Public Health Considerations
If you feel unwell, do not come to class. Do contact your instructor, however, so that an excused absence can be recorded. One thing we have all learned during the last three years is that guidelines for daily activities change with the overall public health situation. For regularly updated information about campus guidelines and plans, see the official UWaterloo Covid-19 website.

Appropriate Use of Laptops, Phones, etc.
Laptops, iPads, smartphones and related devices are amazing tools, with impressive capabilities that can enhance our educational experience. 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, prep 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.*

Course Requirements and Evaluation Criteria:

1. **10% Participation:** Ten percent of your final grade will be based on the quality of your participation in class. Participation presupposes not just attendance but also preparation. It manifests through thoughtful engagement with discussions of readings and key topics (including comments and questions addressed to specific issues raised in course materials), as well as through substantive contributions to discussions and small-group activities. Engagement with student and guest presentations is another measure of participation. See the note on p. 3 concerning *Appropriate Use of Laptops, Phones, etc.* – undistracted attention to class activity is an important measure of participation.

   The framework for PACS 604 participation acknowledges our lack of closure with the Covid-19 pandemic. "Proof-of-illness" forms will only be expected in the event of a sustained absence from the classroom experience, associated with a serious health issue. Participation is graded because this is a seminar course and we can all learn much more when we are present together and engaged in a shared, term-long conversation. That said, absences caused by legitimate personal health complications will not be punished. *Please communicate actively* with the instructor (in advance of absences whenever possible) about any issues that will affect your ability to attend class and participate.

2. **5% Peace Professionalism Values Self-Assessment:** Five percent of your grade will be based on a self-assessment exercise provided by Civilian Peace Service Canada, entitled "Core Values: Candidate's Self-Assessment Guide" (available for download in LEARN). This exercise invites you to reflect on eight core values of peace professionalism (empathy, sincerity, humility, sound judgment, integrity, desire for social justice and peace for all, personal maturity, and willingness to learn), and on the place of these values within your own life experiences with conflict and conflict resolution. After answering all questions, upload the completed form to the relevant **LEARN dropbox by Wednesday, Sept. 20 at 11:59 p.m.** The exercise will be marked for clarity and reflective effort (overall thoroughness and thoughtfulness) rather than for the value content of your responses.

3. **20% Team Presentation:** Twenty Five percent of your final grade will be derived from an application exercise in which **you, together with two or three classmates, will offer a team presentation in either week 7 or 8** (I may add a presentation to week 9 if class size is large) that *applies key analytical concepts* from the readings and discussion in weeks 1-6 to a case that is of interest to your group.

   Your presentation should be appropriately timed (40-50 minutes), analytically engaged with key concepts, and intended to show how central ideas apply (or perhaps do not apply) to the case in question. Be sure to signal very clearly the *concepts* you are using (with appropriate references and definitions) and provide enough *context and evidence* to persuade your audience that the application is valid. In addition, provide *references* for external sources you have used to understand the particularities of your case, and make sure to leave an opportunity for class discussion led by the presenting group.

   To help your classmates prepare for your presentation please provide 1 or 2 resources, totaling no more than 25 pages. These readings can engage a certain "angle" of conflict analysis, or situate your case study. They can be academic publications, NGO reports, journalistic, etc. If there are other mediums your group would like to share – e.g., videos or podcasts – connect with your instructor in advance. **These are due for both weeks of presentations on Wednesday, October 18 and will be posted to the LEARN page.**

   Here are some additional points and guidelines to help you with this assignment:

   - The goal is not to cover all the conceptual material in the readings and apply every point to your case, but rather to demonstrate how coherent sets of concepts can be meaningfully applied to generate analytical insights.
   - Make sure that each member of your team has substantial presentation time and an opportunity to shape the overall message.
   - More than one approach is possible. Some teams may wish to develop a singular, integrated message about the conflict in question, whereas others may wish to demonstrate how the application of different types of analytical concepts can bring distinctive issues into (or out of) focus. For example, one person on a team could focus identity issues or escalation dynamics, and another team member could apply concepts linked to economic dimensions or systemic issues that apply to the same conflict case. Another team might choose to apply a singular set of analytical concepts to multiple cases, with each member of the team offering an analysis of a different case.
   - You will be evaluated on the basis of *clarity, substance, analytical insight, classroom management* and *time management*. Please ensure that you will be able to fit your content into the specified time parameters. If you find that you need to cut content, consider ways of prioritizing key analytical insights over material that is more descriptive or historical. Remember that communicating ideas succinctly (with just enough

substantive detail to be convincing and to show your knowledge of the subject) is an important skill in this age of information overload and finite attention spans.

4. **30% Two Collections of Weekly Journal Entries (twelve entries total):** Thirty percent of your final grade will be based on two collections of weekly journal entries (with each collection worth 15%). Writing a weekly journal provides you with an opportunity to develop a personal and intellectual response to the course experience that ties together major themes not only from readings, but also from presentations, videos, discussions, assignments, and other relevant activities.

   Journal writing in PACS 604 is intended to be an analytical as well as reflective exercise. Criteria for evaluation include *thoroughness* (integration of different readings and themes, responsiveness to presented material and the overall class experience), *thoughtfulness* (depth of analytical insight, critical engagement with multiple perspectives, creativity, ability to connect key concepts with personal experiences or world events), and *clarity of communication* (language usage, readability, mechanics).

   Here are the overall guidelines for PACS 604 journal entries:

   o Write an entry <u>each week</u>. Even if you do not have time to complete polished journal entries on a weekly basis during the academic term, do you very best to compose draft entries on a week-by-week basis. You can of course go back and polish things up later.

   o Start each entry with at least one paragraph providing your <u>analysis of course content</u>. Tease out central concepts in the readings, lectures, presentations, video content, discussions, etc., and be sure to make connections and comparisons across sources. Be sure to go beyond mere summarization and offer analytical insights into what you consider to be the most significant ideas within the material.

   o After offering your analytical statement about the content for the week, write at least one paragraph of <u>personal reflections</u> on this material. This is the more open-ended part of the assignment, in which you can relate the material to your own experiences, offer critical/evaluative commentary, and/or make broader connections to world events and/or to issues that may not have been covered in course content.

   o Next, in the space of at least one additional paragraph, consider how your reflective response to the material for the week is informed either by one or more of the <u>peace professionalism values</u> in the self-assessment exercise provided by CPSC (empathy, sincerity, humility, sound judgment, integrity, desire for social justice and peace for all, personal maturity, and willingness to learn – the same values used in item #3 above) or by some other value that is to some extent distinct from the values identified within the CPSC framework. Which value or values relate most clearly to your experience of the material for the week? Why? (Although you do not necessarily need to incorporate a new value each week, try to engage a number of different values during the course of the term. You may also engage more than one value for a given week if you find that more than one value strongly informs your response to the material.)

   o Special instructions for the first and last entries: For <u>Week 1</u>, your entry is likely to be relatively short. You can respond to the course plan and objectives as reflected in the syllabus, and to our first meeting. For <u>Week 12</u>, please supplement your analytical and reflective statements about the course material/experience for that week with overall comments addressed to the term as a whole, and to your experience of including the CPSC values in your reflective process.

   Though entries do not need to be entirely uniform in length, 400 to 600 words is a good rule of thumb. Thus, each of the two collections of six weekly entries should be 2,400 to 3,600 words in

length. Place all of your entries into one file and organize them chronologically. Please double-space, using 1-inch margins and a regular font size (e.g., 12 point). Upload the first collection of journal entries (#1 through #6) by 11:59 p.m. on **Friday, October 27**; the second collection of journal entries (#7 through #12) is due in LEARN by 11:59 p.m. on **Friday, December 8**.

5. **35% Case Study Analysis:** Thirty percent of your grade will be based on a case study project due at the end of the term. The research paper will consist of 3,200 to 4,000 words of text (about 11-14 page double-spaced pages, excluding the title page and references) analyzing specific issues and processes related to that case, as they can be illuminated by a coherent set of concepts drawn from course materials. Note that taking a focused, analytical approach to the case in question will require you to make choices about what this paper needs to include and exclude. For example, one approach to a given case might explore *identity issues* as they relate to processes of *conflict escalation* and/or *de-escalation*, while a different analytical angle on the same case might focus on underlying *needs/interests* as well as *key issues* such as culture, power, gender, political exclusion, etc. It is also possible to use your case study to critique concepts – for example, to demonstrate why the narrow application of a given set of concepts might result in misleading conclusions. The goal is to demonstrate mastery of course content through application (or critique) of relevant concepts as they relate to a specific case or a carefully defined 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 without reiterating your group presentation from Week 7 or 8. Due before 11:59 p.m. (Waterloo time) on **Friday, December 1**.

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. Lepp 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.

Breakdown of Key Assignments, Weighting, and Due Dates:

Assignment	Weighting	Due Date(s)
Participation	10%	Assessed throughout term
Peace Professionalism Values Self-Assessment	5%	Wed., Sept. 20th
Group Case Study Analysis -- Presentation	20%	Wed., Oct. 25th/ Nov. 1st
Journal #1	15%	Fri., Oct. 27th
Written Case Study Analysis	35%	Fri., Dec. 1st
Journal #2	15%	Fri., Dec. 8th

Grading Scale:

Assigned Letter Grades	Percentage Range	Average Calculation Values
A+	90-100	95
A	85-89	88
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
F	0-59	0

Generative AI Policy:

This course includes the independent development and practice of specific skills, such as critical reading and reflective as well as analytical writing. 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 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

Reading Materials:

1. Fisher, Simon, Vesna Matović, and Bridget Ann Walker. *Working with Conflict 2: Skills and Strategies for Action*, edited by Dylan Mathews. London, UK: Zeb Books, 2020.
    a. Catalogue link for electronic access
    b. On 3-hour reserve in the Grebel Library

2. Mayer, Bernard. *The Dynamics of Conflict: A Guide to Engagement and Intervention*, 2nd ed. San Francisco: Jossey-Bass, 2012.
   a. [Catalogue](#) link for electronic access
   b. On 3-hour reserve in the Grebel Library
   c. Hard copy recommended
3. Joseph, Bob. *21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality,* Port Coquitlam, BC: Indigenous Relations Press, 2018.
   a. We read only a couple of chapters from this book, however I highly recommend purchasing a hard copy or e-book (through the library license).
   b. On 3-hour reserve in the Grebel library
4. Electronic readings are marked with an "*" in the schedule below. These can be found on the course LEARN website, either through a posted PDF or through a link to Library Reserves.

Texts are available for purchase through the W Store on campus ([wstore.ca](#)).

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

To access LEARN, enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp@uwaterloo.ca. After you have successfully logged in, click on the PACS 604 link in the yellow "Courses and Communities" menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

PACS Research Support:

The library has created a subject guide to help you carry out peace-related research. You can access this guide [online](#). If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

Additional Considerations:

As we progress through the course, please remember:

- In academics as in life more generally, what we get from an experience depends on what we put into it. **Preparation for class** (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.

- When we come to class prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that **learning is a communal rather than a solitary endeavor,** and that each one of us is a resource for everyone else in the learning process.

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

- Collaborative learning requires not only preparation and self-expression, but also a commitment to **active listening**. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness **behind** them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.

- During the term we will be privileged to hear **presentations** at least one **guest speaker**. Please treat presenters and visitors with the same respect you would extend to a guest in your home.

The Two Mules: A Fable for the Nations.
Produced by the American Friends Service Committee
Downloaded from the Library of Congress

Course Schedule:

WEEK ONE (Sept. 6): MEETING ONE ANOTHER PLANNING OUR TERM

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

Recommended Readings:
- Resources on Academic Reading – and Skimming:
  - * Leora Freedman, "Skimming and Scanning," University of Toronto
  - * The Learning Center, "Skimming," University of North Carolina at Chapel Hill

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WEEK TWO (Sept. 13): MAKING SENSE OF CONFLICT

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

Required Readings:
- Bernard Mayer, *The Dynamics of Conflict: A Guide to Engagement and Intervention*, 2nd ed. (San Francisco: Jossey-Bass, 2012).
  - Preface
  - Chapter 1 ("The Nature of Conflict")
  - Chapter 2 ("How People Approach Conflict")
- Simon Fisher, Vesna Matović, and Bridget Ann Walker. *Working with Conflict 2: Skills and Strategies for Action* (London, UK: Zeb Books, 2020).
  - Chapter 1 ("Start Small, Think Big")
- *Carolyn M. Stephenson, "Peace and Conflict Studies, Overview," in *Encyclopedia of Violence, Peace, and Conflict*, 3rd edition, Vol. 1, ed. Lester R. Kurtz (San Diego: Elsevier, 2022), pp. 115-129.
- *Laura E. Reimer, Cathryne L. Schmitz, Emily M. Janke, Ali Askerov, barbara T. Strahl, and Thomas Matyók, "Models and Frameworks," *Transformative Change: An Introduction to Peace and Conflict Studies* (Lanham, Maryland: Lexington Books, 2015), 19-37.

Further Assignments:
- Before class, watch two short videos on elements of "peace professionalism" from Civilian Peace Service Canada (CPSC): "Creating a Peace Profession" video (General Overview) and "Core Values" video. (*These are linked in 'Week 2' on the LEARN page*)
- **Peace Professionalism Values Self-Assessment due in LEARN dropbox by next Wednesday – Sept. 20 at 11:59 p.m.**

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WEEK THREE (Sept. 20): IDENTITY, NEEDS, AND POWER

How can theorizing about human identity needs inform understandings of what is at stake in conflict? What are some of the various ways in which identity can influence the dynamics of conflict and peacemaking? Why is it important to pay attention to differences in the relative power, leverage, or influence capacity of individuals and groups experiencing social conflict?

Required Readings:
- *Vern Neufeld Redekop, *From Violence to Blessing: How an Understanding of Deep-Rooted Conflict Can Open Paths to Reconciliation* (Toronto: Novalis, 2002).
  - Chapter 1 ("Deep-Rooted Conflict")
  - Chapter 2 ("Human Identity Needs")
- Mayer, *The Dynamics of Conflict*.
  - Chapter 3 ("Power and Conflict")
- Fisher, Matović, and Walker, *Working with Conflict 2*.
  - Chapter 2 ("Finding and Sharing Our Power")
  - Chapter 6 ("Conflict Analysis")

Further Assignments:
- **Peace Professionalism Values Self-Assessment due in LEARN dropbox by Wednesday, Sept. 20 at 11:59 p.m.**

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WEEK FOUR (Sept. 27): UNDERSTANDING AND ENGAGING CONFLICT DYNAMICS

How should the goals of conflict intervention be defined, and what are the implications for conflict analysis? How do factors pertaining to communication shape how conflicts unfold, and what is behind some of the escalatory patterns we often witness? What changes occur within and between groups as conflicts escalate or persist over time? What does it mean to engage conflict with the intent of fostering conflict transformation?

Required Readings:
- Mayer, *The Dynamics of Conflict*.
  - Chapter 5 ("Resolving Conflict")
  - Chapter 6 ("Engaging Conflict")
  - Chapter 7 ("Communication")
- Fisher, Matović, and Walker, *Working with Conflict 2*.
  - Chapter 4 ("Conflict Transformation: the essentials")
- *John Paul Lederach. "Understanding Conflict: Experience, Structure, and Dynamics." In *Conflict Transformation and Restorative Justice Manual: Foundations and Skills for Mediation and Facilitation*, 5th ed., ed. Michelle E. Armster and Lorraine Stutzman Amstutz. Akron, PA: Mennonite Central Committee Office on Justice and Peacebuilding, 2008. Pp. 47-49 of 331 pp.

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WEEK FIVE (Oct. 4): STRUCTURAL AND CULTURAL VIOLENCE

How can concepts such as structural and cultural violence help to account for longstanding patterns of marginalization and harm present in many social conflicts? How can conflict analysis surface damaging norms and legacies, to account for factors such as race/racism and oppression experienced by Indigenous peoples? How is intersectionality being applied in the PACS field? Can responses to conflict advance social healing?

Required Readings:

- *Redekop, *From Violence to Blessing*.
  - Chapter 5 ("Hegemonic Structures")
- *Ali Rattansi, *Racism: A Very Short Introduction*, 2nd ed. (Oxford, UK: Oxford University Press, 2020).
  - Chapter 1 ("'Race' and Racism")
  - Chapter 7 ("The Rise of Right-wing National Populism and the Future of Racism")
- *Christoph Jahr, "Enemy Images," in *The Oxford International Encyclopedia of Peace*, ed. Nigel Young (Oxford: Oxford University Press, 2009).
- Bob Joseph, *21 Things You May Not Know About the Indian Act* (Port Coquitlam, BC: Indigenous Relations Press, 2018)
  - Introduction ("The *Indian Act*")
  - Chapter 1 ("The Beginning")
  - Chapter 2 ("Resistance is Futile")
- *Elish Rooney, "Intersectionality: Working in Conflict," in *The Oxford Handbook for Gender and Conflict*, ed. Fionnuala Ní Aoláin, Naomi R. Cahn, Dina Francesca Haynes, and Nahla Valji (New York: Oxford University Press, 2017), pp 328-342.
- Fisher, Matović, and Walker, *Working with Conflict 2*.
  - Chapter 3 ("Healing: A vital component of peacebuilding")

Optional – Related Resources:

- *Richard E. Rubenstein, "Partisan Moralism and the Need for Structural Thought," *Resolving Structural Conflicts: How Violent Systems Can Be Transformed* (Abingdon, Oxon: Routledge, 2017), 7-29.
- Guy Burgess, Heidi Burgess, and Sanda Kaufman, "Applying Conflict Resolution Insights to the Hyper-Polarized, Society-Wide Conflicts Threatening Liberal Democracies," *Conflict Resolution Quarterly 39*, no. 4 (2022): 355–69. https://doi.org/10.1002/crq.21334.
- *David Campt, "Creating Your Listening Best Practices Tool," *The White Ally Toolkit Workbook: Using Active Listening, Empathy, and Personal Storytelling to Promote Racial Equity*, pp. 38-43. Newton Center, Massachusetts: I AM Publications, 2018.
- *Brian Rice, "Truth and Reconciliation Commission and Healing," in *Holistic Healing: Theories, Practices, and Social Change*, ed. Peter A. Dunn (Toronto: Canadian Scholars, 2019), pp. 381-397.
- Thomas King, "Borders" in Thomas King *One Good Story, That One,* Toronto: Harper Collins (1993): 131-148.
- *Peace Direct, *Peacebuilding and Violent Extremism* (report), 2017.
- *Peace Direct (2021). "Time to Decolonise Aid."
- *Peace Direct (2022). "Race, Power and Peacebuilding-"

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<p style="text-align:center">No class on Wednesday, Oct. 11 (Reading Week)</p>

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WEEK SIX (Oct. 18): SOURCES OF PROTRACTED SOCIAL CONFLICT: INSTITUTIONS, INTERESTS, AND INTERPRETATIONS

Can "structural" or "systemic" frameworks help us understand large-scale patterns of protracted social conflict? How can political institutions, economic systems, and ideological beliefs shape conflict environments in ways that normalize violence, entrench poverty, and perpetuate social/political exclusion? How is the internet impacting social communication about conflict issues?

Required Readings:

- *Oliver Ramsbotham, Tom Woodhouse, and Hugh Miall, "Understanding Contemporary Conflict," *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 4th ed. (Cambridge, UK: Polity, 2016), 110-143.
- *Philippe Le Billon, "Economic and Resource Conflicts," in *The SAGE Handbook of Conflict Resolution*, ed. Jacob Bercovitch, Victor Kremenyuk, and I. William Zartman (London: SAGE, 2009), pp. 210-224.
- *Johnston McMaster and Cathy Higgins, "Engaging the Root Causes of Past Violence in Ireland: Ethical Education for Liberation," in *Routledge Companion to Peace and Conflict Studies*, ed. Sean Byrne, Thomas Matyók, Imani Michelle Scott and Jessica Senehi (New York: Routledge, 2020) pp. 383-392.
- *Thomas Homer-Dixon, et al., "The Conceptual Structure of Social Disputes: Cognitive-Affective Maps as a Tool for Conflict Analysis and Resolution," *SAGE Open*, Vol. 4, No. 1 (January-March 2014), 1-20.

Optional – Related Resources:

- Mark Chingono, "The Quest for Happiness as an Underlying Motive for Violent Conflict in Africa," *African Journal on Conflict Resolution 17*, no. 2 (2017): 117–42.
- Joseph Heath, *Cooperation and Social Justice* (Toronto: University of Toronto Press, 2022).
- "Common Good: What if This Gets Bigger?" CBC Ideas podcast.
- S. Ayse Kadayifci-Orellana, "Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution," in *The SAGE Handbook of Conflict Resolution*, ed. Jacob Bercovitch, Victor Kremenyuk, and I. William Zartman (London: SAGE, 2009), pp. 264-284.
- Scheffran, Jürgen, ed. *Climate Change, Human Security and Violent Conflict Challenges for Societal Stability*. Berlin: Springer, 2012.

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WEEK SEVEN (Oct. 25): GROUP CASE STUDY PRESENTATIONS

Required Readings:

- *Readings – 1-2/group*

Further Assignments:

- ***Submit first collection of journal entries (#1 through #6) by 11:59 p.m. (Waterloo time) on Friday, October 27.***

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WEEK EIGHT (Nov. 1): GROUP CASE STUDY PRESENTATIONS

Required Readings:

- *Readings – 1-2/group*

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WEEK NINE (Nov. 8): ENGAGING ISSUES OF GENDER AND CULTURE

What can integrating gender into conflict analysis reveal about social structures and marginalized experiences? Do we need to think about constructions of masculinity to understand aspects of contemporary violent conflict? And more broadly, how well do Western conflict analysis frameworks account for nuances related to culture? What can the field learn from a closer examination of indigenous approaches to conflict management?

Required Readings:
- *Conciliation Resources (2015) "Gender and Conflict Analysis Toolkit"
  - Read Part 1
- *Rebecca Shea Irvine and Nancy Hansen (2019). "Missing Discourses: Recognizing Disability and LGBTQ+ Communities in Conflict Transformation," in *Routledge Companion to Peace and Conflict Studies*, ed. Sean Byrne, Thomas Matyók, Imani Michelle Scott and Jessica Senehi (New York: Routledge, 2020) pp. 189-199.
- Michael Kimmel, "The Making – and Unmaking – of Violent Men," in *Healing from Hate: How Young Men Get into – and out of – Violent Extremism* (Oakland: University of California Press, 2018), pp. 1-27.
- Mayer, *The Dynamics of Conflict*.
  - Chapter 4 ("Culture and Conflict")
- *Debarati Sen, Ferdinand Kwaku Danso, and Natalia Meneses, "Conclusion: Culture and Conflict Management," in *Indigenous Conflict Management Strategies: Global Perspectives*, ed. Akanmu G. Adebayo, Jesse J. Benjamin, and Brandon D. Lundy (Toronto: Lexington Books, 2014) , pp. 257-264.

Optional – Related Resources:
- *"Gender Studies," *Encyclopedia of Violence, Peace, & Conflict*, 2nd ed., 2008
- *Maria Kardashevskaya. "Intersectionality within Conflict and Peace." In *Encyclopedia of Violence, Peace, and Conflict*, 3rd edition, Vol. 3, ed. Lester R. Kurtz (pp. 297-302). San Diego: Elsevier, 2022.
- *International Alert – Webinar: *Gender Inequality and Patriarchal Norms in Conflict Settings* – https://www.international-alert.org/events/iwd-webinar-2022/
- *Anna Louise Strachan and Huma Haider (2015). *Gender and conflict: Topic guide*. Birmingham, UK: GSDRC, University of Birmingham.
- *Bernardita Llanos (2020). "Women's Survival and Memory Narratives in the Southern Cone' in *Coexistence in the Aftermath of Mass Violence: Imagination, Empathy and Resilience* (ed. Eve Monique Zucker and Laura McGrew).
- *Robin Wall Kimmerer, "A Mother's Work," *Braiding Sweetgrass* (Minneapolis: Milkweed Editions, 2013).
- Juliana Birkhoff (1998). *Gender, Conflict and Conflict Resolution* – https://www.mediate.com/gender-conflict-and-conflict-resolution/
- Janet Chance (2021) *Book Review: When Gender is in Question, a Guide to Understanding.* https://www.mediate.com/book-review-when-gender-is-in-question-a-guide-to-understanding/

Optional – Related Resources on Culture:
- S. Y. Bowland, Hasshan Batts, Beth Roy, and Mary Adams Trujillo, eds., *Beyond Equity and Inclusion in Conflict Resolution: Recentering the Profession* (Lanham, MD: Rowman & Littlefield, 2022).
- Hamdesa Tuso and Maureen P. Flaherty, eds., *Creating the Third Force: Indigenous Processes of Peacemaking* (Lanham, Maryland: Lexington Books, 2016).

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WEEK TEN (Nov. 15): CONFLICT ANALYSIS FRAMEWORKS FOR ORGANIZATIONS and MAP THE SYSTEM

What kinds of frameworks do some government agencies, NGOs, and international institutions use when engaging conflict situations, particularly when advancing priorities related to relief, development, and peacebuilding? How do these frameworks differ, and what are some of the theoretical assumptions that inform them? What are some different ways we can map out systems to gain insight into the complexities of conflict?

Guest Speaker: Paul Heidebrecht, Director of the Centre for Peace Advancement

Required Readings:
- *Matthew Levinger, "Conflict Assessment Frameworks," *Conflict Analysis: Understanding Causes, Unlocking Solutions* (Washington, DC: United States Institute of Peace, 2013), pp. 87-111.
- From Week 3 - Fisher, Matović, and Walker, *Working with Conflict 2*.
  - Chapter 6 ("Conflict Analysis")
- *Global Partnership for the Prevention of Armed Conflict (GPPAC) in collaboration with CDA Collaborative Learning Projects and Norwegian Church Aid, *Conflict Analysis Framework: Field Guidelines and Procedures* (The Hague, The Netherlands: GPPAC, 2017).
  - "5: Choosing the Methods and Tools" (p. 32-36)
  - "6: Tools and Templates" (pp. 37-63)
- *Donella Meadows's article "Dancing With Systems" *The Donella Meadows Project: Academy for Systems Change.* Burlington, Vermont.
- *Impact Gaps Canvas: https://tacklingheropreneurship.com/the-impact-gaps-canvas/
  - This canvas and the questions it asks are the foundation for the Map the System competition, and the 5 min. video gives a good indication of the spirit of the methodology.

Optional – Related Resources:
- Conflict Prevention and Reconstruction Team, Social Development Department, World Bank. "Conflict Analysis Framework (CAF)." April 2005.
- Conflict Sensitivity Consortium.
- International Crisis Group.
- OECD, *States of Fragility 2020*.
- Sida. *Manual for Conflict Analysis*. 2006.
- United Nations Development Group. "Supporting Documents on Conflict Analysis."
- USAID, "Conflict Assessment Framework, Revised (CAF 2.0)."

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WEEK ELEVEN (Nov. 22): CONSTRUCTIVE CONFLICT

What do conflict analysts need to know about strategic nonviolent conflict, civil resistance, and factors that enable successful social movements?

Required Readings:
- *D.B. Subedi and Prakash Bhattarai, "The April Uprising: How a Nonviolent Struggle Explains the Transformation of Armed Conflict in Nepal," *Journal of Peacebuilding and Development*, Vol. 12, No. 3 (2017): 85-97.
- *Nathan C. Funk, "Constructing Civic Space: Civil Resistance, Sustainable Citizen Empowerment, and Transitional Justice as Pathways of Change in Contemporary Arab Politics," in *Arab Spring: Modernity, Identity and Change*, ed. Eid Mohamed and Dalia Fahmy (Cham, Switzerland: Palgrave Macmillan, 2020), pp. 257-277.
- Fisher, Matović, and Walker, *Working with Conflict 2*.
  - Chapter 7 ("Building a strategy: Getting from here to there")
  - Chapter 9 ("Mobilising for change")

Optional – Related Resources:
- *Ches Thurber, "Conclusion," in *Between Mao and Gandhi: The Social Roots of Civil Resistance* (Cambridge, England: Cambridge University Press, 2021), pp. 218-235.).
- *Schock, Kurt, "Nonviolent Action and Its Misconceptions: Insights for Social Scientists," *PS: Political Science and Politics*, Vol. 36, No. 4 (October 2003), pp. 705-712, https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/Nonviolent-Action-and-Its-Misconceptions..Insights-for-Social-Scientists.pdf
- *Lisa Schirch, "Social Media Impacts on Social & Political Goods: A Peacebuilding Perspective," *Policy Brief #22* (Toda Peace Institute/The Alliance for Peacebuilding, October 2018), pp. 1-6 (Executive Summary).

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WEEK TWELVE (Nov. 29): SKILLS FOR ENGAGING CONFLICT and CONCLUSIONS

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?

Required Readings:
- Mayer, *The Dynamics of Conflict*.
  - Chapter 8 ("Negotiation")
  - Chapter 9 ("Working with Impasse")
  - Chapter 10 ("Mediation")
  - Pp. 331-332 (from Ch. 11) and pp. 341-344 (from Ch. 12)
- Beth Roy, "How Do the Tools We Use Foster Inequality," in *Beyond Equity and Inclusion in Conflict Resolution: Recentering the Profession*, ed. S. Y. Bowland, Hasshan Batts, Beth Roy, and Mary Adams Trujillo (Lanham, MD: Rowman & Littlefield, 2022), pp. 74-87.
- Fisher, Matović, and Walker, *Working with Conflict 2*.
  - Chapter 8 ("Dialogue: A space where meaning flows")

Further Assignments:
- ***Case Study Analysis due at 11:59 p.m. (Waterloo time) on Friday, December 1.***
- ***Submit second collection of journal entries (#7 through #12) by 11:59 p.m. on Friday, December 8.***

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University of Waterloo Policies and Information:

Academic Policies

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 alternate assignment.

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.

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, services are available only 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
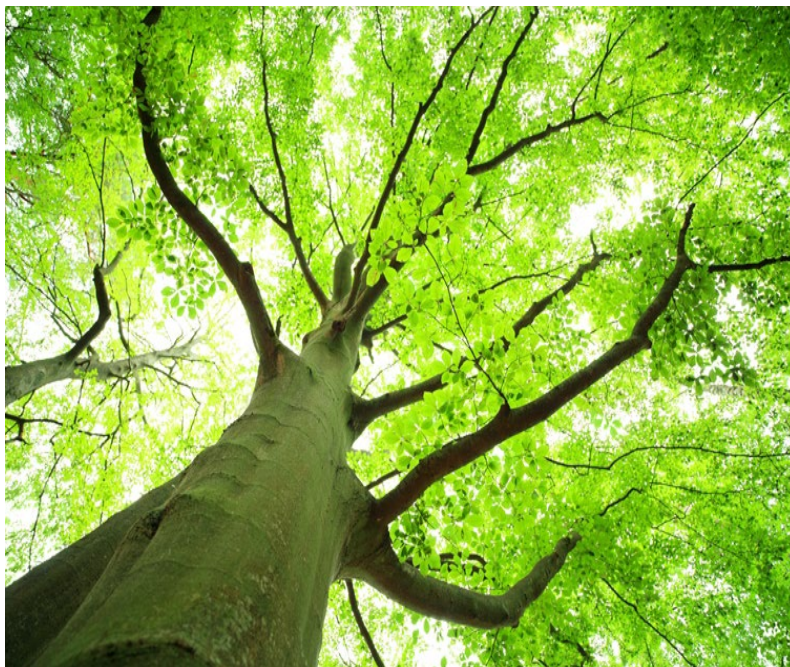
Full details can be found online on the Faculty of Arts website.
Download UWaterloo and regional mental health resources (PDF).
Download the WatSafe app to your phone to quickly access mental health support information.

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 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.

Source: http://blog.cascades.com/2012/05/01/lets-get-planting-cascades-taking-root-help-great-cause-during-may-tree-forest-month/