

Conrad Grebel University College
University of Waterloo
PACS 605: Conflict Transformation and Peacebuilding
Winter 2022



Class Time: Thursday 6:30 p.m.-9:20 p.m.

Location: [Zoom Room](#) or CGR 2201

Professor: Nathan C. Funk

Office Location: CGUC 4305

Virtual Office Hours: Tuesdays 1:00-2:00 p.m. ([Zoom link](#)), and by appointment

Email: nfunk@uwaterloo.ca

Course Description:

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

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.*

Course Plan and Logistics (Including Public Health Considerations):

This course was originally scheduled for **in-person delivery**. Due to circumstances related to public health, however, we will be meeting in an **online synchronous** format until January 27. After January 27 we will be shifting into an **in-person class format** (in CGR 2201) unless university leaders modify current plans.

Our online meetings in Zoom will be at the same scheduled time that was originally planned for the course as a fully in-person offering (6:30-9:20 p.m. on Thursdays). Thus, our “contact hours” will be the same whether we are online or in person, and we will seek to accomplish the same objectives online that we would otherwise pursue through in-class engagement. There is an expectation that all students will participate in our Zoom meetings (to the best of their ability) at the dedicated synchronous meeting times.

In addition to other forms of coursework, students can anticipate spending time each week posting on and responding to the course’s **discussion forums**. Note also that synchronous course sessions will be **recorded** for the benefit of students who may be absent from class for an unexpected reason, or who are having difficulties related to internet connectivity.

When we return to in-person classroom meetings, we will follow established routines of mask wearing and appropriate physical distancing. Although attendance and participation will continue to be expected, everyone will also be responsible for monitoring personal health. Students who feel unwell should not come to class, but rather contact the instructor so that an excused absence can be recorded. In some cases, remote participation in an in-person classroom may be possible by OWL cam. If symptoms warrant, Covid-19 testing can be arranged with UW Health Services.

One thing we have all learned during the last few terms is that guidelines for daily activities change with the overall public health situation. All plans are therefore to some degree tentative. If (at any point during the term) relevant provincial or university authorities determine that our return to campus is not feasible or needs to be cut short, we will rely on Zoom for meetings in our regularly scheduled time slot. Zoom will also be utilized if the instructor needs to self-isolate.

Please check the announcements section in LEARN regularly for relevant details concerning any new scenario. While we are all hoping for a quick return to in-person meetings, it is too early to predict how things will develop. For regularly updated information about campus guidelines and plans, see [the official UWaterloo Covid-19 website](#).

Course Objectives/Expectations/Requirements:

Upon completing PACS 605 students should be able to:

- Discuss key goals and values of conflict transformation, with particular attention to social equity, nonviolent change, and reconciliation.
- Describe how conflict transformation practice relates to the larger field of conflict resolution, and to its traditional repertoire of methods and practices.
- Discuss applications of conflict transformation and peacebuilding at various levels of human interaction, from interpersonal and intergroup to international and global.
- Provide examples of ways in which strategic peacebuilding approaches can generate more comprehensive, participatory, and holistic responses to conflict.

- Reflect on and actively deepen in understanding their personal relationship to conflict, peacebuilding, interpersonal and non-violent communication skills.
- Develop a comprehensive peacebuilding strategy that might be applied to address an ongoing social conflict.
- Co-create a learning community in which the presence of diverse views and experiences is regarded as a resource for understanding.

Required Reading Materials:

- 1) Duncanson, Claire. *Gender and Peacebuilding*. Cambridge, UK: Polity, 2016.
- 2) Joseph, Bob, with Cynthia F. Joseph. *Indigenous Relations: Insights, Tips, and Suggestions to Make Reconciliation a Reality*. Vancouver, BC: Indigenous Relations Press/Raincoast Books, 2019.
- 3) Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 1997.
- 4) Rosenberg, Marshall. *Speak Peace in a World of Conflict: What You Say Next Will Change Your World*. Encinitas, CA: Puddle Dancer Press, 2005.
- 5) Sue, Derald Wing. *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Hoboken, NJ: John Wiley & Sons, 2015.
- 6) +Yoder, Carolyn. *The Little Book of Trauma Healing*, 2nd ed. Intercourse, PA: Good Books, 2020.

NOTES:

- *All of the above texts have been order through the UWaterloo Campus Store.*
- *Texts marked with an “+” are available as E-books through the Milton Good Library, Conrad Grebel University College. (Links provided on LEARN.)*
- *Additional readings will be made available through LEARN and are marked with an “*” in the course schedule below.*

Web Page: This course will make use of the University of Waterloo’s [LEARN](#) website. To access the course, enter your WatIAM username and password. If you encounter difficulties, contact learnhelp.uwaterloo.ca. After you have successfully logged in, click on the PACS 605 link in the “My Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

Assignments will also be handed in on LEARN via the appropriate dropboxes. Click on “Assessments”, then on “Dropbox”, and then on the specific dropbox for the assignment. Upload your assignment. All assignments must be in Word, not PDF. Expect to receive your assignment back with feedback also via the same dropbox.

Late Policy: I am willing to provide an extension on an assignment if the request is made prior to the due date and adequate reasoning is provided. Without a prior arrangement, an automatic late penalty of 5% will be applied to any written assignment, followed by an additional penalty of 1% for each day the assignment is late.

Weekly Meetings: When we meet on campus, in Zoom meetings, and even on discussion boards, we will have ample opportunities to apply principles that relate to sustained dialogue and circle process. Our intention can be to explore themes of conflict transformation and peacebuilding in a manner that reflects the underlying ethos of these practices. For example, we can be intentionally conscious of our internal reactions to divergent ideas, and of our choices to “suspend” or “defend.” We can aspire to practice active listening, in ways that test our assumptions and make space for the expression of genuine differences. In a commensurate manner, we can also practice self-disclosure, by sharing how the truths we hold arise from our authentic personal experiences and investigations. By embracing the give and take of dialogue, we can discover ways to deepen our relationships with one another, fostering the emergence of a genuine learning community.

Course Requirements & Evaluation Criteria:

Assignment	Weighting	Due Date
Weekly Discussion Forum	30%	Weekly – Thursday & Friday
Integrative Speech & Peer Feedback	15%	Speech – February 13 Peer Feedback – February 18
Practice & Reflection Journal	20%	January 15, January 29, February 12, March 5, March 19, April 2
Peacebuilding Strategy Project	35%	Paper & Post – Monday, April 11 th Peer Feedback – Friday, April 15 th

30% Weekly Discussion Forum: As this is a seminar course, discussions – and the co-creation of knowledge – are a key part of the learning process. Many of these discussions will happen in our regularly scheduled meetings. However, our learning conversations with one another will not be limited to our synchronous or in-person time together; much processing of course materials and concepts will take place within weekly discussion forums. In each weekly forum you will make two posts per week.

- a) Initial Post - You are asked to reflect on the readings and other content posted in the week’s module and write a 300-500 word post guided by the following prompts:
 - From the readings/videos/presentations, what have you learned this week?
 - How does this relate to your story/life experience and/or your ongoing learning?
 - What questions do they raise for you that you'd like to explore further?

Show evidence of how you are working with the course content by referring to specific concepts or points in readings, integrating quotes, references, etc. Refer to at least two sources of course content.

This post will be submitted each **Thursday** by 6:00pm and thus will serve as preparation for the class discussion that day.

- b) Second Post - You will write your second post after the class discussion on Thursday. This may respond to the prompt: *How has your initial understanding of the readings evolved since the class discussion?* Or you may respond to and build on a colleague’s initial post. This should be a minimum of 150 words.

This second post will be due weekly on **Friday** by midnight.

I will grade each week's discussion posts on a 5-point scale, taking into consideration: timing of posts (Thursday & Friday deadlines), word length, integration of two or more sources from that week's content, substance, and general use of guiding prompts.

15% Integrative Speech & Peer Feedback: With a view to applying your learning to practical situations, you will create and record a 10-minute presentation of yourself, guided by the following:

You have been invited to give a short, substantive speech to *a distinctive audience of your choosing* (e.g., the local Rotary club chapter, a police academy, a conference of religious or civil society leaders, a workshop at the Canadian Foreign Service Institute). Choose ONE of the following as your topic:

- Conflict transformation (in contrast to conflict resolution or conflict management)
- The “essence” of peacebuilding
- Why restorative justice?
- Why engage local communities and resources in conflict transformation/peacebuilding?
- Trauma and the importance of trauma healing in peacebuilding

Your host has asked you to introduce just 3 or 4 core principles or “take-away” concepts, and to explain why each principle or concept is important. *Prepare a speech that presents this content* in an effective manner. You can presume an educated and intellectually engaged audience, with many members who are inclined to regard peace as a key priority of their organization.

You will record yourself giving this speech, using a laptop application such as Zoom, a cell phone, or (as a direct option, with no uploading) the video note function in our LEARN discussion forum. (To make your recording in LEARN, first create a discussion thread and then click on the arrow in the upper left corner of the text box to see the “Insert Stuff” option. Select “Video Note” and proceed.) Whether you record in LEARN or upload a recording made by other means, the correct discussion forum for the assignment will be labelled “Integrative Speech.” Your speech can be submitted any time before 11:59 p.m. on February 13th. Even if you submit your speech earlier, please do not comment on others' submissions until after February 13th.

Between February 13th and February 18th, you will then view and comment on two of your colleague's presentations. Please provide substantive and constructive feedback (e.g., what stood out for you as impactful, what they did well, what they might do differently the next time they give such a speech).

In your speech:

- Provide a title for your presentation;
- Identify your audience (possibly noting why they might be interested in this topic);
- Explain 3-4 key take-away concepts;
- Integrate stories as examples or to make points;
- Use clear and accessible language appropriate for your audience;
- Be engaging and even creative; and
- Stay within 10 minutes.

20% Practice & Reflection Journal: Toward deepening personal reflection and skills development, you will engage in five different practice/reflection activities, each requiring written components of a minimum 500 words. (There is no maximum word count; write as much as is useful to you for an adequate expression of how you are exploring the activities and questions posed.) The practice/reflection activity prompts for these journal entries will be posted on LEARN (in a folder under the “Content” tab), along with the due dates. They will be completed every two weeks and submitted via dropbox.

Once you have completed all of these practical activities and written reflections, you will reread your entries, consider the effort you put into each, and what you learned. Then, write a 500-1000 word summary reflection answering the questions, “*What was a key highlight for each of the five activities? What have I learned that is of value? What do I want to carry forward with me?*” This final entry is due by April 2nd.

The five practice/reflection entries will be marked on a scale of 3 (submitted, adequate, exceeded expectations). The final summary reflection will be marked on a 5-point scale. I will skim your five submissions but then read your final summary in more detail. The hope is that you will feel less constrained by grades and thus will use these activities as an opportunity for deeper personal exploration and reflection, perhaps even having fun.

35% Peacebuilding Strategy Project (30% for a paper + 5% for sharing & feedback):

This project includes a 3000-3750 word paper (double spaced, 11 or 12 point font), as well as a Discussion Post and Peer Feedback.

Paper

As a peacebuilding strategy project, this will involve “prospective thinking” to formulate an integrative strategy for sustainable conflict transformation efforts, tailored to fit a particular context and make use of available resources as effectively as possible. This strategy should draw upon applicable concepts from throughout the term and should propose activities that 1) are responsive to the deeper roots of conflict, and 2) contribute towards a coherent vision for change. Students may choose from a wide range of conflict scenarios.

You will submit your paper via dropbox on LEARN by 11:59 p.m. on April 11th.

Sharing & Feedback

As you complete this learning adventure, it’s important that you share some of what you have learned. Sharing our learning and receiving feedback allows us to become a valuable network of knowledge for one another. To this end, you will post a 300-500 word description of your paper to the Final Paper Discussion Forum by April 11th. Please speak to the context of conflict, key aspects of your peacebuilding strategy, and key learnings for you. Then, you will read at least TWO of your classmates’ submissions and provide substantive feedback by April 15th. If you see that a classmate’s post has already received two responses, please give feedback to another person’s post so that everyone receives some feedback on their paper description.

Course Schedule & Reading Assignments:

Week 1 (January 6): Introductions

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

Required Readings:

- Isaacs, William. Section from Chapter 1, "A Conversation with a Center, Not Sides." *Dialogue and the Art of Thinking Together*, pp. 37-48. New York: Currency, 1999.

Week 2 (January 13): Goals of Conflict Transformation and Peacebuilding

What are some of the challenges and opportunities facing contemporary peacebuilders, and what is the rationale for comprehensive or "systemic" peacebuilding strategies? What are some of the distinguishing characteristics of conflict transformation and peacebuilding as responses to conflict, within the larger context of conflict resolution practice? How can awareness of issues pertaining to gender inform processes of peacebuilding as well as understandings of key goals?

Required Readings:

- Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 1997.
 - Introduction (pp. xv-xvii), Chapter 1 ("Global Overview," pp. 2-10), Chapter 2 ("Characteristics of Deeply Divided Societies," pp. 11-18), Chapter 3 ("Reconciliation: The Building of Relationship," pp. 23-35)
- Duncanson, Claire. *Gender and Peacebuilding*. Cambridge, UK: Polity, 2016.
 - Introduction, Chapter 1 ("Peacebuilding: From Gender Blindness to Gender Dilemmas," pp. 20-46), Chapter 2 ("Feminist Visions of Peace," pp. 47-71)
- *Kraybill, Ronald S. *Peace Skills: Manual for Community Mediators*. San Francisco: Jossey-Bass, 2001.
 - Introduction (pp. xv-xviii), Chapter 1 ("Assumptions about Conflict," pp. 3-11)

Further Reading (recommended):

- Flaherty, Maureen P., Thomas Matyók, Sean Byrne, and Hamdesa Tusso, eds. *Gender and Peacebuilding: All Hands Required*. Lanham, MD: Lexington Books, 2015.
- +Lederach, John Paul. *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books, 2003.
- +Matyók, Thomas, Jessica Senehi, and Sean Byrne, eds. *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*. Toronto: Rowman & Littlefield, 2011.
- Reimer, Laura E., Cathryne L. Schmitz, Emily M. Janke, Ali Askerov, Barbara T. Strahl, and Thomas G. Matyók. *Transformative Change: An Introduction to Peace and Conflict Studies*. Lanham, MD: Lexington Books, 2015.
- *UN Resolution 1325 on Women, Peace and Security

Week 3 (January 20): Restorative Justice

How does restorative justice fit within conflict transformation and peacebuilding? What are some of the opportunities it offers? What are some of the challenges? How is consciousness of this area of practice evolving in West contexts?

Required Readings:

- *Davis, Fania E. *The Little Book of Race and Restorative Justice*. New York: Good Books, 2019.
 - Chapter 2 (“Ubuntu: The Indigenous Ethos for Restorative Justice”, pp. 17-29).
- *Zehr, Howard. “Restorative Justice.” In *Peacebuilding: A Field Guide*, ed. Luc Reyhler and Thania Paffenholz, pp. 330-335. Boulder, CO: Lynne Rienner Publishers, 2001.
- *Goens-Bradley, Sharon. “Breaking Racism’s Insidious Grip on Restorative Practices: A Call for White Action.” In *Colourizing Restorative Justice: Voicing Our Realities*, ed. Edward C. Valandra, Wanbli Wapaháha Hokšíla. St. Paul, MN: Living Justice Press., 2020, pp. 37-54.
- *Pranis, Kay, Stuart, Barry, & Wedge, Mark. (2003). *Peacemaking Circles: From Crime to Community*. St. Paul, MN: Living Justice Press, pp. 3-29.
- *Hochschild, Adam. (Nov/Dec 2020). “The Cycle of Punitive Justice Starts in Schools. Eric Butler is Showing Kids and Teachers How to Break It: Teaching Restorative Justice, one hallway fight at a time.” *Mother Jones*.
<https://www.motherjones.com/crime-justice/2020/10/the-cycle-of-punitive-justice-starts-in-schools-eric-butler-is-showing-kids-and-teachers-how-to-break-it/>
- *Healing Minnesota Stories. “Man who helped organize Columbus statue toppling gets deferred prosecution, community service” -
<https://healingmnstories.wordpress.com/2020/12/07/man-who-toppled-columbus-statue-gets-deferred-prosecution-community-service/>

Week 4 (January 27): Peacemaking and Peacebuilding: Strategic Frameworks

How can peacebuilding strategically include and connect diverse actors in society? What is the rationale for integrated peacebuilding frameworks, and what are key criteria for effective practice?

Required Readings:

- Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 1997.
 - Chapters 4-11 (pp. 37-152)
- *United Nations – General Assembly Security Council. (1995), Supplement to an Agenda for Peace. (Skim pp. 7-13 - definitions).

- *Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. "Ending Violent Conflict: Peacemaking." In *Contemporary Conflict Resolution*, 4th ed., pp. 199-235. Cambridge, UK: Polity Press, 2016.

Further Reading (recommended):

- *Call, Charles T. Section on "Rethinking the Aims and Approaches of Peacebuilding." In *Why Peace Fails: The Causes and Recurrence of Civil War Recurrence*, pp. 218-230. Washington, DC: Georgetown University Press, 2012.
- +Schirch, Lisa. *The Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books, 2004.

Week 5 (February 3): Critical and Creative Edges

What are some critiques of "liberal" or "neoliberal" peacebuilding practices? How have feminist theorists and practitioners sought to challenge conventional approaches, and how are gender lenses currently being applied? How can attention to "the local" contribute to sustainable peacebuilding practices, and why have diverse actors – including international organizations as well as NGOs – placed increasing emphasis on local ownership and empowerment? And how effectively does the field bridge secular-religious divides?

Required Readings:

- Duncanson, Claire. *Gender and Peacebuilding*. Cambridge, UK: Polity, 2016.
 - Chapter 3 ("Feminist Critiques of Neoliberal Peacebuilding," pp. 72-94), Chapter 4 ("Protection, Participation and Prevention in Practice," pp. 95-128), and Chapter 5 ("Gendering Alternatives to Neoliberal Peacebuilding," pp. 129-158)
- *Korac, Maja. "Gender, Conflict, and Social Capital: Bonding and Bridging in War in the Former Yugoslavia." In *Peace and Conflict Studies: A Reader*, ed. Charles P. Webel and Jørgen Johansen, pp. 409-421. London: Routledge, 2012.
- *Funk, Nathan C. "Building on What's Already There: Valuing the Local in International Peacebuilding." *International Journal*, Vol. 67, No. 2 (Spring 2012): 391-408.
- *Matyók, Thomas and Maureen Flaherty. "Can People of Faith, and People in Peace and Conflict Studies, Work Together?" In *Peace on Earth: The Role of Religion in Peace and Conflict Studies*, ed. Thomas Matyók, Maureen Flaherty, Hamdesa Tusso, Jessica Senehi, and Sean Byrne. Toronto: Lexington Books, 2014.

Listen to:

- Podcast (56:26) - Opinion Peace. ["Re-imagining Peace & Security from the Perspective of Queer & Trans Communities – Jamie Hagen,"](#) Aug. 28, 2020. (Podcast – 56:26)

Further Reading (recommended):

- *Ayindo, Babu, Gbaydee Doe, Sam, and Jenner, Janice. (2001). *When You Are a Peacebuilder: Stories and Reflections on Peacebuilding from Africa*. Harrisonburg, VA: Eastern Mennonite University. (pp. 5-38; 71-88).
- *Kappler, Stefanie, and Nicolas Lemay-Hébert. "From Power-Blind Binaries to the Intersectionality of Peace: Connecting Feminism and Critical Peace and Conflict Studies." *Peacebuilding* 7, no. 2 (2019): 160–77.
- *"[Global Interreligious Peacebuilding](#)" podcast episode (10/30/2020) of *The Kroc Cast: Peace Studies Conversations*.
- *John Paul Lederach, "Spirituality and Religious Peacebuilding," in *The Oxford Handbook of Religion, Conflict, and Peacebuilding*, ed. Atalia Omer, R. Scott Appleby, and David Little (New York: Oxford University Press, 2015), pp. 541-568.

Week 6 (February 10): Trauma Healing and Peacebuilding

How does trauma impact efforts toward conflict transformation and peacebuilding, and how might an enhanced understanding of trauma support peacebuilding at individual as well as collective levels? What are some approaches to addressing and healing trauma?

Required Readings:

- +Yoder, Carolyn. *The Little Book of Trauma Healing*, 2nd ed. Intercourse, PA: Good Books, 2020.
- *Hart, Barry, ed. *Peacebuilding in Traumatized Societies*. Toronto: University Press of America, 2008.
 - Chapter 2 ("Managing Memory: Looking to Transitional Justice to Address Trauma," pp. 27-47)

Further Reading (recommended):

- +Simon Fisher, Vesna Matović, and Bridget Ann Walker, *Working with Conflict 2: Skills and Strategies for Action*, ed. Dylan Mathews (London: Zed Books, 2020).
 - Chapter 3 ("Healing: A Vital Component of Peacebuilding")

Week 7 (February 17): Non-Violent Communication

What are some of the most essential communication skills for peacemakers to master?

Required Readings:

- Rosenberg, Marshall. *Speak Peace in a World of Conflict*. Encinitas, CA: Puddle Duck Press, 2005, (pp. 9-173).

Further Reading (recommended):

- +Fisher, Simon, Vesna Matović, and Bridget Ann Walker, *Working with Conflict 2: Skills and Strategies for Action*, ed. Dylan Mathews (London: Zed Books, 2020).
 - Chapter 8 ("Dialogue: A Space Where Meaning Flows")

Reading Week (February 24): No Class

Week 8 (March 3): People Power and Peacebuilding: Nonviolent Civil Resistance as a Basis for Conflict Transformation

How do intentionally nonviolent conflict strategies shape intergroup dynamics? How can civil resistance help to balance power and advance change, particularly in dangerous and/or oppressive situations? What has been learned about the many forms of nonviolent conflict and their role within conflict transformation and peacebuilding?

Required Readings:

- *Maria J. Stephan and Erica Chenoweth, "Why Civil Resistance Works," *International Security Journal*. (**Read entire article.** A frequently cited study of nonviolent resistance strategies in comparison to violent strategies of social and political change.)
- *Veronique Dudouet, "Nonviolent Resistance in Power Asymmetries," in *Advancing Conflict Transformation: The Berghof Handbook II*. (**Read entire chapter;** for full citation see end of chapter. A useful overview of nonviolent resistance and its relevance to conflict transformation.)
- *Robert C. Johansen, "Radical Islam and Nonviolence: A Case Study of Religious Empowerment and Constraint among Pashtuns," *Journal of Peace Research*. (**Read entire article.** This is a substantive case study of a frequently overlooked nonviolent movement, authored by a prominent peace research scholar.)
- * Michael A. Beer, [*Civil Resistance Tactics in the 21st Century*](#) (Washington, DC: International Center on Nonviolent Conflict, 2021). (**Read Introduction and Chapter 1. Skim chapters 2, 3, and 4. Examine material on the diversity of tactics in Chapter 5 and the appendix.** Beer's work is an example of the "pragmatic nonviolence" school of thought, as articulated by Gene Sharp as well as by contemporary scholars and activists.)

Week 9 (March 10): Race and Peacebuilding

Why are candid and productive conversations about race and racism difficult – not just in the U.S. but also in Canada and other contexts? What insights and principles might enable us to engage more effectively?

Required Readings

- Sue, Derald Wing. *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Hoboken, NJ: John Wiley & Sons, 2015.
 - From Section One: Chapter One, Chapter Two, and Chapter Three
 - From Section Two: Chapter Four (**skim for understanding of “the politeness protocol” and “the academic protocol”**) and Chapter Five (**skim the different kinds of evasion**)
 - From Section Three: Chapter Six (**skim on the subject of “ethnocentric monoculturalism”**) and Chapter Seven
 - From Section Four: Chapter Eight and Chapter Nine
 - From Section Five: Chapter Ten **or** Chapter Eleven
 - From Section Six: Chapter Twelve and Chapter Thirteen

Week 10 (March 17): Indigenous and Non-Western Perspectives

How can peacemaking best proceed amid significant differences in cultures and worldviews? How can peacebuilders acquire greater competence at working with cultural differences? What are some principles that might be applied in relations with Indigenous communities?

Required Readings:

- Joseph, Bob, with Cynthia F. Joseph. *Indigenous Relations: Insights, Tips, and Suggestions to Make Reconciliation a Reality*. Vancouver, BC: Indigenous Relations Press/Raincoast Books, 2019. (**Read the entire book** – pp. 1-154.)
- *Walker, Polly O. “Decolonizing Conflict Resolution: Addressing the Ontological Violence of Westernization,” *The American Indian Quarterly*, Vol. 28, No. 3&4 (Summer/Fall 2004): 527-549.

Further Reading (recommended):

- Adebayo, Akanmu G., Jesse J. Benjamin, and Brandon D. Lundy, eds. *Indigenous Conflict Management Strategies*. Toronto: Lexington Books, 2014.
- *African Journal on Conflict Resolution*, [Vol. 20, No. 1](#).
- *Sutherland, Jessie. *Worldview Skills: Transforming Conflict from the Inside Out*. Sooke, BC: Worldview Strategies, 2005. Read pp. 19-49.

Week 11 (March 24): Culture, Arts, and the Environment in Peacebuilding

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

Required Readings:

- *Scott, Imani Michelle. “Commissioning Educators: The United Nations’ Call to Advance Global Peace through Teaching Intercultural Communication.” In *Routledge Companion to Peace and Conflict Studies*, ed. Sean Byrne, Thomas Matyók, Imani Michelle Scott, and Jessica Senehi, pp. 301-311. New York: Routledge, 2020.
- *Shank, Michael, and Lisa Schirch. “Arts and Peace: Strategic Arts-Based Peacebuilding.” ECP: Escola de Cultura de Pau, 2008. Available online at: http://escolapau.uab.cat/img/programas/musica/strategic_arts.pdf.
- *Brauch, Hans Günter. “Sustainable Peace through Sustainability Transition as Transformative Science: A Peace Ecology Perspective in the Anthropocene.” In *Climate Change, Disasters, Sustainability Transition and Peace in the Anthropocene*, ed. Hans Günter Brauch, Úrsula Oswald Spring, Andrew E. Collins, Serena Eréndira, and Serrano Oswald, pp. 175-234. Springer, 2019.

Further Reading (recommended):

- *Conca, Ken. "The Case for Environmental Peacemaking." In *Environmental Peacemaking*, ed. Ken Conca and Geoffrey D. Dabelko, pp. 1-22. Baltimore, MD: The Johns Hopkins University Press, 2002.
- Hart, Barry, ed. *Peacebuilding in Traumatized Societies*.
 - Chapter 9 ("Arts Approaches to Peace," pp. 185-203)
- Swain, Ashok and Joakim Öjendal, eds. *Routledge Handbook of Environmental Conflict and Peacebuilding*. New York: Routledge, 2018.

Week 12 (March 31): Integration: Thinking Strategically about Multiple Peacebuilding Tracks and Tasks

How can peacebuilders come to terms with the complexity of "conflict-habituated" social systems, and with the multi-dimensional challenges that confront populations experiencing protracted conflict? What are some constructive ways of moving from conflict analysis to strategic thinking and engagement? How can diverse actors contribute to a "multi-track" peacebuilding process?

Required Readings:

- +Fisher, Simon, Vesna Matović, and Bridget Ann Walker. *Working with Conflict 2: Skills and Strategies for Action*, ed. Dylan Mathews. London: Zed Books, 2020.
 - Chapter 7 ("Building a Strategy: Getting from Here to There")
 - Chapter 9 ("Mobilising for Change")
- Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 1997.
 - "Applying Concepts to Cases," by John Prendergast (pp. 153-180)
- *Byrne, Sean, Thomas Matyók, Imani Michelle Scott, and Jessica Senehi. "Critical Peace and Conflict Studies Emancipated?" In *Routledge Companion to Peace and Conflict Studies*, ed. Sean Byrne, Thomas Matyók, Imani Michelle Scott, and Jessica Senehi, pp. 493-503. New York: Routledge, 2020.

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 endeavour**, 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.



[Sculpture](#) by Maurice Harron in Derry/Londonderry, Northern Ireland

UWaterloo Policies and Information:

Academic Policies

Academic Integrity

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

Discipline

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

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](#).

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.

Cross-listed Course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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.

[Desmond Tutu](#) (1931-2021)

