

Conrad Grebel University College
University of Waterloo

PACS 611: RECONCILIATION

FALL 2022

Class Time: Tuesdays, 5:30 - 8: 20 PM

Location: CGR 2201

Instructor: Dr. Naren Kumarakulasingam

Office: CGR 2103C

Office Hours: Thursdays 12: 30 – 2: 30 PM & by appointment

Email: n3kumara@uwaterloo.ca

Course Description

How might collectives and individuals affected by massive violence come to terms with themselves and others? How do they strive to rebuild relationships and remake worlds both amidst, and after massive human-induced suffering such that new futures are at least thinkable? What words and deeds are necessary for the rebuilding of moral and political communities devastated by war and oppression?

Beginning with the premise that violence entails a negation of interconnectedness, this course will explore the ways in which shared meanings, expectations and relationships are severed, and the collective and individual efforts undertaken to repair such rupture. It does so by asking: What is being repaired? How is repair being effected? What still needs repair? Pursuing these questions across autobiographical, dramatic, and filmic as well as social scientific texts generated from different places including Canada, India, South Africa, Sri Lanka, Peru, and the United States, we will work at acquiring the capabilities necessary for teasing out practices of repair and discerning the wellsprings nourishing them.

This somewhat unusual approach to reconciliation is occasioned in part by the fact that Grebel and the University of Waterloo sit on the traditional territory of the Attawandoran, Anishinaabeg and Haudenosaunee peoples, and more specifically on Block 2 of the Haldimand Tract, the land promised to the Six Nations by the British Empire, which includes ten kilometers on each side of the Grand River. It is also a product of the view that reconciliation is universal – that all peoples possess resources to heal, reconcile, repair etc., even if they may have mislaid or forgotten them. Therefore, in line with this, our journey will neither assume the meanings of reconciliation to be self-evident nor approach it as a technical problem requiring the right mix of professional expertise and/or enlightened governance.

Learning Outcomes

Upon successfully completing this course, you should possess a rudimentary vocabulary and some basic skills that will enable you to:

- Analyze how violence ruptures or reworks social relations.
- Discuss different practices of repair at work in various geohistorical settings and the ways in which they aim to cope with, repair or transcend situations of violence.
- Elucidate how rupture and repair are mediated through power relations, cultural conventions, and histories.
- Reflect carefully on the moral ambiguities, tensions, and challenges pertaining to reparative impulses and initiatives.
- Write a high-quality academic essay exploring a struggle for repair in a situation of socio-political violence from a relational angle.

Course Assignments and Student Assessment

Thoughtful Weekly Participation (15%):

Fifteen percent of the final grade is based on the quality and consistency of your engagement in our weekly class sessions. Since this course is run as a graduate seminar, most of our class time will be spent in discussion. Our discussions, small-group activities and in-class mini-writing sessions are meant to help us cultivate our ability to read situations of violence and repair carefully and closely. To help us achieve this goal, you are expected to come to each class having read and thought about the assigned material and discussion prompts. This means you need to make sure that you come to each class ready to raise questions about the topic of the day and discuss the questions posted in LEARN. Overall, it might be helpful to think about our discussions as semi-structured conversations meant to deepen: 1) our understanding of a common interest or set of themes and ideas; and 2) our ability to explore damage and repair in relational terms. Good discussion skills will need to be cultivated – so, please pay attention to the structure and rhythm of our conversations. Participation will be evaluated on the following basis:

- Grasp of the assigned readings; close grappling with key ideas; making connections across readings.
- Contribution of key questions and answers to discussion prompts
- Quality of questions and responses; attentive listening to others

Class discussions are one of the primary means by which we live out a learning community. Thus, it is important that we be honest and forthright with each other, whilst also being thoughtful, sensitive, and respectful of others.

Weekly Journal Entries (30%)

Thirty percent of the final grade is based on ten (Weeks 1-10) journal entries. Journal entries are meant to provide you with an opportunity to articulate your response to course material. Don't

try to summarize or mechanically link themes or ideas. Instead, write about what strikes you or generates mixed feelings and thoughts, and focus on going deeply into it. The point here is to get beyond the superficial level and to practice our ability to read, listen and engage closely. Don't get distracted by trying to show me that you did the readings or that you can effectively summarize readings and discussions. Instead, think about what you find vexing, insightful, contradictory, problematic or ambivalent. I realize that there will a wide variety of styles in terms of responses and that is okay. My responses to your entries, as long as they are not mechanical or superficial, will largely be in the form of provocations, rather than evaluations. So, take them as an invitation to further exploration and dialogue.

It is highly recommended that you draft each journal entry before the requisite class session. Though the length of your entries will vary, aim for somewhere in the realm of 500 words. Each entry should be double-spaced, use 1-inch margins and 12-point font size and be collated into a single chronologically organized file. **At select intervals (2-3 times through the course of the semester), I will request the file to be uploaded to LEARN for feedback. Each entry will be worth 3% of the final grade.**

Final Project (55% in total)

This assignment requires you to produce an academic essay on a struggle for repair for inclusion in a potential class portfolio titled 'Studies in Rupture and Repair.' Identify a situation of socio-political violence that interests you and explore how an artifact (i.e., an agreement, a novel, a song, a movie, a letter, a poem, an exhibit), or a social movement seeks to effect repair. A successful essay will tease out the dynamics of rupture and repair, be mindful of the relational aspects under consideration, and speak to a course-related conceptual issue. There are three elements to this assignment:

Portrait (10%)

Compose a portrait of the issue or situation that you will explore in the final essay and of the artifact or movement that you wish to study and articulate the significance of your proposed study. This submission should be in the realm of 750 words and needs to be accompanied by a list of key sources as well as a brief research plan. **This is due no later than 5:00 PM on Friday, Oct 7.**

Brief Concept Note (10%)

Write a note of approximately 500 words explaining the main concept that your case study engages. The point here is not to use the case as an illustration of the concept, but instead to use the concept to help show the operation of rupture and/or the imagining of repair in response to it. **This is due no later than 5: 00 PM on Friday, Nov 11.**

Final Essay (35%)

The final submission should be in the realm of 5,000 words, be double-spaced with one-inch margins all around, in 12-point font, and meet academic requirements. The essay needs to be accompanied by a short cover letter. This should convey the significance of your composition, any surprises or difficulties you encountered, and any questions you have for me as the reader. Assignments without a cover letter will be marked down a letter grade. **Your submission is due no later than 5:00 PM on Friday, December 16.**

If you would like your final project to be in a format other than an academic essay (i.e., a play or a short film for example), you need to indicate this during the first two weeks of the course so that equivalent requirements can be drawn up.

All submissions need to be submitted via LEARN. Graded assignments will be uploaded to LEARN.

Grade Breakdown

Assignment	Weight %	Due Date
Thoughtful Weekly Participation	15%	Every week
Journal Entry (weekly)	30%	Upload upon request
Final Project:		
- Portrait	10%	October 7
- Concept Note	10%	November 11
- Final Case Study	35%	December 16

Grading

Assigned Letter Grades	Percentage Range	Average Calculation Values
A+	90-100	95
A	85-89	89
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
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

Meaning of Grades

"F": Failing work and/or failed to meet course requirements. "D": Unsatisfactory work or lack of fundamental knowledge of the material but demonstrates enough knowledge for a passing grade. "C": 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": 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. Meets requirements for all assignments. "A": Excellent, independent and original thinking and/or creative work.

Course Policies & Logistics

This course will make frequent and regular 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, changes to course schedule) will also be posted there, so you are responsible for checking the site on a frequent basis. Also, please make sure to check your university email on a regular basis. If you encounter difficulties in accessing our course website, contact learnhelp@uwaterloo.ca.

My email policy: Between Monday 9 AM – Friday 5 PM, I will respond to emails within 24 hours of receipt under normal circumstances.

COVID Contingency Plans: We will have in-person classes on Tuesdays from 5: 30 PM – 8: 20 PM but if in-person classes were to be cancelled or I am isolating (but healthy), I will email you to request that we hold class via Zoom for that week. If I get sick, I'll arrange for a guest speaker to take over class or cancel it and notify you via LEARN and your university email. If you are experiencing COVID-19 symptoms or are required to self-isolate, do not come to class or other in-person activities. If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an [Illness Self Declaration](#). The form is available in the Personal Information section of Quest and does not require a medical note. If you are sick, focus on your recovery and get notes from a classmate when you get better. Additionally, set up an appointment with me to discuss the relevant readings and anything else you may have missed. If you are healthy but isolating, we can try to think of alternate ways for you to participate. For instance, we can think about bringing you in virtually via a classmate's laptop (if they are willing) for a week. However, please note that the classroom is not set up for remote learning, so this can only be a stop-gap measure.

Late Submission Policy

An automatic 10% late penalty will be applied to assignments that are submitted late without prior clearance. Thereafter, an additional 1% penalty will be assessed per additional weekday. A valid medical document is required for medical excuses. This term everyone will have two slip days to use on two assignments of their choosing. Each slip day allows you to submit an assignment up to 48 hours late without penalty. However, you need to let me know if you are

choosing to use your slip day on the assignment when you submit it. If you do not, it will be marked late. A valid medical document is required for illness except for the illness self-declaration (see p. 2) If you are having trouble with an assignment, please talk to me in advance of the deadline.

Required Reading Materials:

The following have been ordered by the campus bookstore:

- Pumla Gobodo-Madikizela, *A Human Being Died That Night* (Houghton Mifflin, 2004)
- Drew Hayden Taylor, *God and the Indian* (Talonbooks, 2014) (Also available as an E-book through the Grebel library)
- Olúfẹ́mi Táíwò, *Reconsidering Reparations* (Oxford University Press, 2022) (Available as an E-Book via the library)

These books are on physical reserve at the Grebel library. All other required readings will be available via LEARN. A list of recommended readings/viewings for each week will be posted on LEARN.

IMPORTANT

Because of the subject matter of the course, the material that we will be discussing deals with many kinds of violence. Reading about such violence might present difficulties and may bring up prior ordeals. If you have any questions or concerns about a particular topic or text, please contact me in advance. Should any difficulties arise as we proceed to work through course materials, please feel free to contact me directly to discuss appropriate strategies. Additionally, I would suggest that you make sure you have access to care and/or support as necessary.

Projected Course Schedule

Please note that this schedule will likely change to reflect the rhythm, pace, and interactions of our class. This means that as we progress, I may add to, or change some of the readings. Any changes will be announced via LEARN and email at least a week in advance.

Week 1 (Sep 13): Introductions & Foundations 1: Building a World in Common

Required Reading:

- Sarah Maddison, "Can We Reconcile? Understanding the Multi-level Challenges of Conflict Transformation," *International Political Science Review* 38, 2 (2017): 155-168.
- Mathias Thaler, "Reconciliation Through Estrangement," *Review of Politics* 80, 4 (2018): 649 – 673 (we'll focus on pp. 649 – 657 this week but recommend you read the whole article).

Week 2 (Sep 20): Foundations II: Methodological Considerations

Required Reading:

- Susan Dwyer, "Reconciliation for Realists," *Ethics and International Affairs* 13 (1999): 81-99.
- Lisa Disch, "More Truth Than Fact: Storytelling as Critical Understanding in the Writings of Hannah Arendt," *Political Theory* 21, 4 (1993): 665-694.
- Manfred Steger and Paul James, "Levels of Subjective Globalization: Ideologies, Imaginaries, Ontologies," *Perspectives on Global Development and Technology* 12 (2013): 17-40.
- Paul Rusesabagina, *An Ordinary Man*, pp. 1-21.

Week 3 (Sep 27): Confronting in/humanities I: Empathetic Repair

Required Reading:

- Pumla Gobodo-Madikizela, *A Human Being Died That Night*.

Week 4 (Oct 4): Confronting in/humanities II: Facing Demons

Required Reading:

- Sharika Thiranagama, "Claiming the State: Postwar Reconciliation in Sri Lanka," *Humanity: An International Journal of Human Rights, Humanitarianism and Development* 4, 1 (2013): 93-116.
- Mario Arulthas, "The Failed Promise of Reconciliation in Sri Lanka," *The Diplomat* Oct 11, 2018.
- V.V. Ganeshanathan, "We Regret to Inform you that your condolences cannot be accepted at this time." In *End of War in Sri Lanka: Reflections and Challenges*. Available at: <http://groundviews.org/2010/05/20/we-regret-to-inform-you-that-your-condolences-cannot-be-accepted-at-this-time/>
- Viet Thanh Nguyen, "On the Inhumanities," in *Nothing Ever Dies*, pp. 71-100.
- *Demons in Paradise* (in-class screening)

Week 5 (Oct 18): Confronting in/humanities III: Reworking Imaginaries

Required Reading:

- Pumla Gobodo-Madikizela, "Reparative Humanism: Exploring the Meaning of Ubuntu." Available at: <https://www.youtube.com/watch?v=inTgLvKUzvg>
- Chris Chekuri, "The Absence of Remorse," *Telangana Today*, March 6, 2020.

Week 6 (Oct 25): Restoring Sociality I: Enacting Justice

Required Reading:

- Harsh Mander, *Towards Healing? Seeking Paths for Justice and Reconciliation in Gujarat, India* (New Delhi: WISCOMP, 2008), pp. 13-89. Available at:

https://www.academia.edu/26824721/Towards_Healing_Seeking_Paths_for_Justice_and_Reconciliation_in_Gujarat_Harsh_Mander

- M Mohsin Alam Bhat, "Fighting Impunity in Hate Crime – History, Ethics and the Law: An Interview with Harsh Mander," *Jindal Global Law Review* 11, 1 (2020):157–179
- Yasmeen Arif, "Compassionate Citizenship: Nyayagrah, Gandhi, and Justice in Gujarat," in *Life, Emergent: The Social in the Afterlives of Violence*, pp. 67-102.

Week 7(Nov 1): Restoring Sociality II: Reestablishing Coexistence

Required Reading:

- Kimberly Theidon, "Justice in Transition: The Micropolitics of Reconciliation in Postwar Peru," *Journal of Conflict Resolution* 50, 3 (2006): 433-457.
- Kimberly Theidon, "The Mask and the Mirror; Facing up to the Past in Postwar Peru," *Anthropologica* 48, 1 (2006): 87-100.
- Olúfẹ́mi Táíwò, *Reconsidering Reparations* (Begin reading)

Week 8 (Nov 8): Envisioning New Futures I: Reconsidering Reparations

Required Reading:

- Olúfẹ́mi Táíwò, *Reconsidering Reparations*

Week 9 (Nov 15): Envisioning New Futures II: Forging Recognition

Required Reading:

- Drew Hayden Taylor, *God and the Indian*

Week 10 (Nov 22): Envisioning New Futures III: Reworking Relationships

Required Reading:

- Glen Coulthard, "Beyond Recognition: Indigenous Self-Determination as Prefigurative Practice," in Leanne Simpson (ed) *Lighting the Eighth Fire*, pp. 187-203.
- Eva Mackey, "Introduction: Treaty as a Verb," in *Unsettled Expectations*, pp. 124-144.
- Toby Rollo, "I am Canadian!(Because of Treaties with Indigenous Nations)," in Kino-nda-niimi Collective (ed.) *The Winter We Danced*, pp. 226-230.

Week 11 (Nov 29): Workshop

Required Reading:

- Peer abstracts

Week 12 (Dec 6): Workshop & Wrap-up

Required Reading

- Peer abstracts

University of Waterloo Policies

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.

Academic Integrity and Discipline

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 following for more information: [Academic Integrity Office](#)

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Section 4. When in doubt, contact the Graduate Studies Coordinator who will provide advice.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. [Read Policy 72 - Student Appeals](#).

Coronavirus Information

[Coronavirus Information for Students](#) provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

Note for Students with Learning Differences

The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

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.

Turnitin

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 alternate assignment.

Other Sources of Information for Students

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

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: 519-749-433 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 at 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.

Counselling Services

Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: <https://uwaterloo.ca/campus-wellness/counselling-services>

Accommodation for Illness

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Wellness Services: <https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services>

The Writing and Communication Centre

Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. See <https://uwaterloo.ca/writing-and-communication-centre/>