

PACS 601 Systems of Peace, Order and Good Governance

Fall 2019

Conrad Grebel University College, University of Waterloo

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Class meeting time: Tuesday 6-8:50 PM



Figure 1 Image of protestors at the Hong Kong airport on Friday August 2, 2019. Photo Anthony Wallace/AFP/Getty Images.

Course Description:

Catalogue description: This course analyzes the roles and responsibilities of civil society, the market, and the state as agents capable of creating just and humane structures. Case studies reveal how individuals can leverage collaboration among all sectors of society to advance positive systemic change.

Further description: This course explores the conceptual framework that underwrites the MPACs program and its conceptual foundation of civil society. This requires exploring the history, evolution, and the particularities of civil society in order to become adept at identifying how the term is used, as well as how we can help build a society that is civil through peace work in places with different histories, governance structures and conflict contexts.

Two questions drive this course. First, what does it mean to live well together? This question has been at the heart of debates about how we organize ourselves politically, economically, and socially since ancient times. In Canada, the state is formulated as providing “peace, order and good governance” – the title of this course. There are other ways of understanding and organizing political, economic and social life, which provide a foundational structure for how we live together – well or otherwise. We explore this first question by exploring the historical emergence of the term “civil society,” in western literature. The evolution of the term draws us into debates and tensions about how the state, the market and individuals relate (or are in conflict) in pursuit of living well together.

The second driving question is: how can we pursue positive systemic change that enables us to live well together in settings of deep-rooted conflict? To respond to this question, we explore the ways in which civil society actors (which might be “third sector” organizations or take on another form), help to generate systemic change. Developing a vision for how we will live well together, as well as the process of pursuing large-scale social and political change in settings of deep-rooted conflict are daunting tasks. We will look at concrete examples as well as models for pursuing positive systemic change in response.

The land on which we meet

PACS as a discipline is committed to the pursuit of peace based on a foundation of justice. In Canada, we are coming to terms with the legacy of colonialism – an important PACS issue, which also involves the land on which we meet. The University of Waterloo and Conrad Grebel University College are located on the traditional territory of the Neutral, the Anishinaabeg and the Haudenosaunee peoples. Most of us live and work on what is known as the Haldimand Tract, the land promised to the Six Nations (Haudenosaunee) that includes ten kilometers (six miles) on either side of the Grand River. If you are interested in learning more about the history and potentially doing some research on this topic, there are helpful links at the University of Waterloo Faculty of Arts [website](#). Or, check out events hosted by the [Waterloo Indigenous Student's Centre](#).

Learning Outcomes:

Skills

Students who participate in this course will be able to:

- Engage in open and critical questioning with peers;
- Read and understand theoretical works;
- Apply theoretical concepts to case studies;
- Identify the main argument in a work and assess an argument's structure and evidence;
- Identify key points from readings and seminar discussions;
- Write clearly and accurately with full citations;
- Sharpen presentation and discussion skills.

Knowledge

- Define key concepts (civil society, market, state, good governance, order, collective flourishing)
- Describe the history and development of thinking regarding civil society, and its evolving relationship to market, state, and good governance;
- Be able to articulate and analyze the assumptions operating when the term "civil society" is used in contemporary discourse;
- Think theoretically about what it means to live well together politically, economically and socially;
- Identify roles and responsibilities for civil society actors in pursuing positive systemic social change;
- Articulate challenges and issues in achieving and maintaining peace (economics, development, globalization, governance, peacebuilding).

Attitudes supported through this course are:

- Collegial dialogue and collaborative inquiry;
- Valuing of peaceful relations and communities;
- Respect for diversity.

Required Textbooks:

Saul, John Ralston. 2008. *A Fair Country: Telling Truths about Canada*. Toronto: Penguin Canada.

Ehrenberg, John. 2017. *Civil Society: The Critical History of an Idea*, 2nd Edition. New York: New York University Press.

Mamdani, Mahmood. 2017. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. New paperback edition. New Jersey: Princeton University Press.

Lederach, John Paul. 2007. *The Moral Imagination: The Art and Soul of Building Peace*. New York: Oxford University Press.

Course Requirements and Expectations

Seminar Participation	20%
Learner Reflections (2)	4%
Case Presentation	10%
Analytical Papers (4)	20%
Integrative Essays (2) or Research Paper	46%

Seminar Participation (20%): The course runs as a seminar. This means that lectures will be kept to a minimum in order to introduce a given topic or case, and the majority of our class time will be discussion. Our seminar will be a messy learning environment.



Messy learning refers to a classroom environment in which we collaboratively dig, question, take risks, fail, and learn something from that failure that we may not have otherwise learned; “in short, to discover.” Definition from Melissa Hudler “The Messy and Unpredictable Classroom” Faculty Focus: Higher Ed Teaching Strategies from Magna Publishers. Oct. 14, 2013.

There is an orderly, logical structure to the syllabus, yet the classroom environment itself is one wherein we will probe and explore our readings and their implications in a process of questioning and discovery. It will get messy; and messiness – including failure to understand an author’s idea at first blush – is good when we channel it towards discovery and learning. It is therefore important for everyone to contribute to the mess.

A seminar is, in many ways, a conversation amongst people who share a common interest in expanding their understanding of an idea or a specific topic; in our class we are expanding our understanding of peace, the pursuit of living well together and place and role of civil society therein. We use our readings as dialogue partners. In this conversation, participants are expected to share and listen to the views and insights around us in order to expand, improve and deepen our collective understanding. A seminar promotes the skills of conversation; a complex set of habits and attitudes which, in large part, determine our abilities to deal with others in a group setting (and conflict resolution practice). At times, I may ask people take the role of the Socratic questioner, asking questions in order to focus, clarify and deepen our understanding of a particular text. At other times, I may ask people to take the role of synthesizer – identifying key points at the end of the session. The conversations that begin in-class will hopefully continue outside the classroom.

The rationale for seminar-style learning rests on the finding that students learn more from actively talking and listening to each other than they do from listening passively to a lecturer. Students also remember what they learn in a seminar better than they do with lectures.

Successful seminars take work. Those participating have to work to create and sustain a conversational setting in which, individually and collectively, the aims of the seminar are realized as fully as possible. This demands a continuing commitment from everyone to make the enterprise work. In our seminars, we will use three or four key questions as a launching point for our exploration and analysis of our readings as the foundation of our discussion. Course readings must be completed before coming to class in order to contribute appropriately and understand the subject matter at hand. At times, you will be asked to complete small writing assignments as part of class participation, which will involve reflection upon reading assignments. These writing exercises will be included as part of your participation grade.

What am I looking for in good class discussion?¹

- Evidence of careful reading and preparation, including factual details (refer to required readings in comments, and be ready with page numbers of key ideas so we can refer back to the texts as we work to understand what the readings mean);
- Contributions that are logically consistent, original and use relevant evidence;
- Comments that are clear, enthusiastic and respectful;
- Comments that contribute and are appropriate to the discussion, such as building-on other's ideas, providing constructive criticism, asking constructive, analytical questions, or contributions that show that you were listening carefully to others.

Learner Reflection (4%): Over the semester, you will write two learner reflections (each worth 2%). These small reflection papers are intended to help you assess your strengths and areas you may need to give further attention as a graduate student. They will also help me understand each of you as a learner in order to better facilitate the seminar. The first reflection is due the first week (per the in-class handout), the second reflection will be due Nov. 1 at 5pm (on LEARN).

Team Case Presentation (10%): The case presentation is designed for you and one or two colleagues to work together in order to analyze a particular case that relates to the theory we are exploring on the day you present. You can choose to focus on a particular project or intervention that one civil society organization is pursuing, or you can choose to analyze an initiative that involves "civil society" broadly in the pursuit of peace (e.g. the role of civil society within the Dili International Dialogue on Peacebuilding and Statebuilding). Please note that presentations will occur in the second half of class time, *after* our break in order to allow us to talk about the theory prior to the presentation.

You are required to meet with me two weeks in advance of your presentation to review your case selection and the content of your presentation.

Your presentation should:

- 1) Provide a very brief outline of the case (3-5 min. on background);
- 2) Provide a handout (with any details you wish to convey);
- 3) Apply one theory from our readings to help us understand a particular case (e.g. analyze how Aristotle helps us understand the Landsegemeinde in Switzerland). In order to analyze the initiative theoretically, you will need to apply to your case concepts that are covered in the readings (we can discuss this further in our advance meeting). Highlight ways in which the case illustrates the theory (avoid reviewing the theory in your presentation, as everyone will have read the theory in advance);

¹ Adapted from Maryann Cusimano-Love (Catholic University).

4) Identify two or three things you discovered about the theory through application.

If you are using power point, ensure that your slides focus on titles, big ideas and visual aids. Provide any detailed content in a handout rather than the PowerPoint. Your presentation should be no more than 15 minutes in length, and you should be prepared to take about 15 minutes of Q&A at the end of your presentation. Think about ways to use multi-media in your presentation (e.g. short video-clips, maps, links on LEARN for people to look at before coming to class).

Analytical Papers (20%): Over the term, you are required to write four (4) analytical papers, which are each worth 5% of your grade. You can choose to analyze either a journal article or a book chapter provided it has an asterisk (*) beside. You can only hand-in one analytical paper per week, and you can choose which weeks to write your papers. The papers are due before class starts (hand in hard copies unless otherwise instructed) on the day that the reading you are analyzing is assigned as a required reading.

The analytical papers must be two pages in length (double spaced, 12 pt font; include cites and a bibliography using author-date Chicago Manual of Style). In the analytical papers:

- 1) name and briefly summarize one reading for a given week (one para.);
- 2) identify the main argument for that reading (one to three sentences – be explicit and paraphrase);
- 3) summarize the empirical evidence provided in the article to support the main argument (one para.);
- 4) identify the strongest supporting empirical evidence in support of the main argument and explain why it is the strongest empirical evidence in the reading (one para.);
- 5) conclude with your brief assessment of the piece (a final short para.).

You will be graded on: accuracy of summary, use of evidence (cite specific pages and details), organization and clarity, and quality of analysis. If you receive 70% or lower (3.25/5 or less) on your analytical paper then you have the option of rewriting and resubmitting it a week after it is returned to you; please note that the maximum grade you can receive on a re-write is a B+ (79% = 3.95/5).

Note: a helpful resource for distinguishing empirical evidence from an argument claim is Chapter 9 “Assembling Reasons and Evidence” in Wayne Booth, Gregory Colomb and Joseph William’s *The Craft of Research*, 3rd edition (Chicago: The University of Chicago Press; 2008, pp.130-138).

Integrative Essay Assignments* (46% total; 23% + 23%): In the semester, you will write two essays designed to integrate and synthesize ideas across the readings in response to prompts. The first assignment will be due by 5pm Oct. 25, and the second by 5 pm on Dec. 11. Each essay is expected to be fourteen to sixteen pages in length double-spaced. Additional details will be forthcoming in class.

***Alternative Paper option** (46% total; 6% proposal; 40% paper): An alternative option available to students is to write a medium-length research paper, which will be due by 5pm on Dec. 11. The paper should be 24-26 pages (7,000 – 8,000 words, double spaced, 12 pt font; word count does not include bibliography; use Chicago Manual of Style author-date for your citations). In the paper analyze a particular theme, issue, case, problem or puzzle that is related to our course content and that you want to explore in a deep and systematic way. A four to five page **proposal** for the paper is due October 12, on LEARN (by 5pm). Let me know by September 30, 2019 if you want to choose this option.

In the **proposal**, state the problem that you are interested in investigating, and a research question (the question you would like to answer). Provide an initial background on the problem, drawing on the literature, and explain its significance (why is it important to study this problem and this question) as well as how it fits with the content explored in our course. Provide an initial outline of how you propose to go about answering your question, and a preliminary outline. Include a bibliography with your proposal - this will consist of the sources you have read on the topic that you cite in the proposal. (Note that you need to read material in the area of interest and use it in your proposal in framing the problem and its significance.)

Course Schedule:

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class and on LEARN. Please note that you are responsible for checking LEARN for updates regularly.

I. INTRODUCTION

Week 1 Sep.10: Introductions, Learning and Theory

Introductions; review syllabus, course objectives, course format and learning objectives, reading guidance, learner self-reflection

Required Reading:

- Quinn, Daniel. 1995. *Ishmael*. New York: Bantam/Turner Books. Read only pp. 3-29. (on LEARN)

Discussion Questions:

- 1) What is the purpose of learning for Ishmael? For the narrator? For you?
- 2) What role does theory play in learning?

First learner reflection due by 5pm Sept. 11 (distributed in class)

Week 2 Sep. 17: Visioning the Collective: A Case Study of Canada

Key Topics: living together well; peace, order, good governance and the Canadian experience.

Required Reading:

- Saul, John Ralston. 2008. *A Fair Country: Telling Truths about Canada*. (Required text) Read The Power of a story, and then Part I Chapters 1-6 (pp.1-53), Part II (pp.111-169), and Part IV Chapter 25 (pp.302-323). (Lightly skim the parts of the book not assigned).^{*2}
- Johnston, Basil. 2004. "The Wampum Belt Tells Us..." in Tantoo Cardinal et al's *Our Story: Aboriginal Voices on Canada's Past*. Toronto, ON: Double Day Canada, pp.75-101. E-Reserves.
- Simpson, Leanne. 2013. "smallpox, anyone" in *Islands of Decolonial Love*. Winnipeg, MB: ARP Books, pp.33-36. E-Reserves.

Discussion Questions:

- 1) What difference does one word ("order" instead of "welfare") make for Canada?
- 2) According to John Ralston Saul, what is inhibiting us from living well together in Canada? According to Basil Johnston, what is inhibiting us from living well together in the Land of the Great Turtle?

² The asterisk (*) indicates this is an appropriate reading for an analytical paper.

- 3) What is significant about these readings as we think about the content of this course, and what it means to live well together and pursue peace in settings of deep-rooted conflict?

Recommended Reading:

If you are interested in a short introduction to some of the debates around métis, Métis and a counter view to Saul's usage of the term see Chelsea Vowel's chapter 4 "You're Métis? Which of your parents is an Indian? Métis Identity" in *Indigenous Writes: A Guide to First Nations, Métis and Inuit Issues in Canada* (2016; Winnipeg, MB: HighWater Press), pp.36-51.

II. LIVING WELL TOGETHER – CIVIL SOCIETY (HISTORY AND THEORY)

Week 3 Sep. 24: The *Polis* as "Civil Society"

Key Topics: civil society as political society; the role of the citizen; the importance of the collective; hierarchy; law-governed associations

Required Reading:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Introduction, Chapters 1-2 (pp. 1-68). (Required text)
- Aristotle. 2013. *The Politics*. Carnes Lord (Ed. and Trans.), second edition. Chicago: The University of Chicago Press. Book I (Ch1 and 2), Book II (Ch 5), Book III (Ch 1, 6-9), Book IV (Ch 11) and VII (Ch 1, 2). (29 pp) E-Reserves.
- Baumgarth, Willam P. and Richard J. Regan (Eds). 1988. Saint Thomas Aquinas: On Law, Morality and Politics. Indianapolis: Hackett Publishing Company. Read selections within chapter 8 "Statesmanship", pp.263-276. E-Reserves.

Discussion Questions:

- What is the *polis*, and why is it civil for Aristotle?
- In what ways does Aquinas agree with Aristotle on the *polis* and role of a citizen?
- What changes from Aristotle to Aquinas in terms of how we think about people and their role in the *polis*?
- How do we make sense of the hierarchy embedded in Aristotle and Aquinas? What is the legacy of this thinking for us?

Case Presentation Team: _____

Week 4 Oct. 1: The *Polis* and Governance Today

Key Topics: good governance; global political society; dialogic space and the role of civil society in local or global political society

Required Reading:

- Plattner, Marc. 2013. Reflections on governance. *Journal of Democracy*, 24(4): 17-28. E-Reserves.
- Kaldor, Mary. 2003. The idea of global civil society. *International Affairs (Royal Institute of International Affairs)*, 79(3): 583-593. E-Reserves.
- Saunders, Harold H. 1999. Chapter three: citizens' politics in civil society. In *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*. New York: St. Martin's Press, pp.47-68. E-Reserves.*

- Emerson, Donald K. 2012. Minding the gap between democracy and governance. *Journal of Democracy*, 23(2): 62-73. E-Reserves.*
- Shepherd, Laura J. 2015. Constructing civil society: gender, power and legitimacy in United Nations discourse. *European Journal of International Relations*, 21 (4): 887-910. E-Reserves*

Discussion Questions:

- In what ways do contemporary discourses draw upon the classical concepts we discussed last week? (Kaldor, Saunders) Is global civil society the *polis* (why or why not)? (Kaldor, Shepherd)
- What power (and/or roles) do non-state actors, and state actors have in establishing or promoting good governance? Is global governance the *polis* (or civil)? (Plattner, Emerson, Shepherd)
- What is the relationships between democracy and good governance? (Plattner, Emerson) (What type of government or governance facilitates living a good life together with flourishing/well-being?)

Case Presentation Team: _____

Recommended Reading:

- Harris, Jose. 2009. Ch. 8 Development of Civil Society. *Oxford Handbooks Online*.
- Edwards, Michael. 2014. *Civil Society*, 3rd Edition. Malden, MA: Polity Press.
- M. Kaldor, H. Moore and S. Selchow (Eds). 2012. *Global Civil Society 2012: Ten Years of Critical Reflection*. New York: Palgrave MacMillan.

Week 5 Oct. 8: The Market as Civilizing Society

Key Topics: private society in relation to political society; the Scottish Enlightenment; the relationship between political and economic power

Required Readings:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapters 3-4 (pp. 69-127)
- Locke, John. 1689. *Second Treatise of Government*. Chapter V: Of property (Sect. 25-51) and Chapter VII: Of Political or Civil Society (Sect. 77-94). The text is [on-line](#).
- Paine, Thomas. 2011 [1791]. Excerpt from *The Rights of Man*. Part II, Chapter I: Of Society and Civilization. Claire Grogan (Ed.). Buffalo, NY: Broadview editions. Read pp.193-197. E-Reserves.
- Polanyi, Karl. 1944. *The Great Transformation: the political and economic origins of our time*. Boston: Beacon Press. Read pp.43-67 (“Societies and Economic Systems” and “Evolution of the Market Pattern”). E-Reserves.*

Discussion Questions:

- With Adam Smith and the Scottish Enlightenment, the market becomes civil society separate from the state. What earlier changes enables this shift to occur (in terms of historical context)? (Locke, Polanyi)
- Why was the Scottish Enlightenment idea of civil society, which equates with market society, emancipatory? (Ehrenberg, Paine)
- How was it hoped that the market would function vis-à-vis government according to Scottish Enlightenment thinkers?

Case Presentation Team: _____

Recommended Reading:

- Hobbes, Thomas. 1651. *Leviathan*. See Chap. XIII “Of the Naturall Condition of Mankind, as concerning their Felicity, and Misery” for his discussion of the state of nature, and the role of contracts in improving life (this chapter also includes his famous quote “And the life of man, solidarity, poor, nasty, brutish and short.”)
- Smith, Adam. 1776. *The Wealth of Nations*. London: Methuen & Co. The entire text is available free [on-line](#). The section that discusses “the invisible hand” appears in Book IV, Chapter 2 “Of Restraints upon the Importation from Foreign Countries of such Goods as can be Produced at Home.”

Research proposals are due Oct. 12 by 5pm if you are choosing the research paper option

Oct. 15 No class – Fall study break

Week 6 Oct. 22: The Market and Egoism – Challenging Collective Well-being

Key Topics: individual versus collective well-being; rethinking the relationship between economic and political power; the role of markets

Required Readings:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapter 5 (pp. 128-165)
- Hegel, G.F.W. 2003. From *Philosophy of Right*. In V.A. Hodgkinson and M.W. Foley (Eds). *The Civil Society Reader*. Hanover: Tufts University and the University Press of New England, pp.76-95. E-Reserves.
- Marx, Karl. 2003. From “On the Jewish Question.” E. Kamenka (Ed). *The Portable Karl Marx*. New York: Viking Penguin Inc, pp.96-114. E-Reserves.

Discussion Questions:

- This week’s readings problematize the notion of the market playing an emancipatory function in relationship to a flourishing collective of persons. What are the concerns? What values embedded in the economic models are being critiqued?
- How do the values the authors identify (either ones they critique or support) relate to collective flourishing? (focus on Hegel, Marx)
- What key concerns do we need to consider when thinking about collective wellbeing and pursuing peace in settings of conflict related to civil society and the market?

Case Presentation Team: _____

First Integrative Essay Assignment Due by 5pm Friday Oct 25 if you are choosing this option.

Week 7 Oct. 29: The Market, Civil Society and the Pursuit of Peace Today

Key Topics: the relationship between civil society and 20th Century economic models; individual versus collective well-being; economic and political power in peacebuilding.

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapter 7 (pp. 195-238)
- Smith, Jackie. 2010. Economic globalization and strategic peacebuilding. In D. Philpott and G. Powers (Eds.), *Strategies of Peace: Transforming Conflict in a Violent World*. New York: Oxford University Press, pp.247-269. E-Reserves*

- Woodward, Susan L. 2013. The political economy of peacebuilding and international aid. In R. Mac Ginty (Ed.) *Routledge Handbook of Peacebuilding*. New York: Routledge, 325-335. E-Reserves*
- Muggah, Robert. 2013. The political economy of statebuilding in Haiti: informal resistance to security-first statebuilding. In *Political Economy of Statebuilding: Power After Peace*, M. Berdal and D. Zaum (Eds). New York: Routledge, 293-305.*

Discussion Questions:

- In what ways has the emergence and expectations of civil society vis-à-vis the market and politics differed from how theorists envisioned it? (e.g. communist or capitalist aspirations)
- What central issues do we need to consider when thinking about political economy in countries emerging from conflict? (Woodward, Collier, Smith)
- What lessons do we learn from experiences in Haiti? (Muggah)

Recommended Reading

- Collier, Paul. 2008. Postconflict Economic Policy. In C. Call with V. Wyeth (Ed), *Building States to Build Peace*, Boulder, CO: Lynne Rienner, pp.103-117. E-Reserves.
- Nordstrom, Carolyn. 2007. *Global Outlaws*. Reserves.

Second learner reflection due Friday Nov. 1, 5pm (on LEARN)

Week 8 Nov. 5: Civil Society as the Organized Space Between

Key Topics: Civil society as a separated sphere; civil society and civility; social capital and civil society; social power and its relationship to political and economic power; civil society as the third sector in building peace.

Required Readings:

- Ehrenberg, John. 2017. *Civil Society: the critical history of an idea*. Chapters 6 and 8 (pp.166-192, 239-269)
- Putnam, Robert. 1995. Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1): 65-78. E-Reserves.*
- Barnes, C. 2006. *Agents for Change: Civil Society Roles in Preventing War and Building Peace*. Issue Paper. Read the Main Findings section (pp 7-14). E-Reserves.
- Vogel, Birte. [Civil Society Capture: Top-Down Interventions from Below?](#) *Journal of Intervention and Statebuilding*, 10 (4): 472-489. E-Reserves.*

Discussion Questions:

- What was gained by thinking about civil society as separate from the state and market?
- What power does civil society in this "organized space" between market, state and family possess?
- If civil society provides the social glue that holds society together, then what does this suggest about the roles and responsibilities of state and market actors?

Recommended Reading:

- Conclusion of Ehrenberg's book (pp.271-300).
- Varshney, Ashutosh. 2001. Ethnic conflict and civil society: India and beyond. *World Politics*, 53, 362-98.

III. PURSUING COLLECTIVE WELL-BEING IN SETTINGS OF DEEP ROOTED CONFLICT

Week 9 Nov. 12: Transplanting Concepts: Challenges to Consider

Key Topics: The legacy of colonialism; imposed institutions of “peace,” “order” and “governance”; rethinking concepts of civil society in diverse contexts.

- Mamdani, Mahmood. 2017. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. NJ: Princeton University Press. Read chapters 1, 3, 4, 6 and 8.* (Required text)

Discussion Questions:

- How do power and conceptualizations of race intersect with the use of the term “civil society” in the late colonial and post-colonial African contexts Mamdani explores?
- What is Mamdani’s argument about the relationship between citizens and subjects?
- What problems arise when we use our concepts of civil society and the state in socio-political contexts that do not match those of its European origins?

Recommended Reading:

- Alvarez, Sonia E., Gianpaolo Baiocchi, Agustín Laó-Montes, Jeffrey W. Rubin and Millie Thayer. 2017. Introduction. In *Beyond civil society: activism, participation, and protest in Latin America* (Durham, NC: Duke University Press), pp. 1-24.
- Auteserre, Séverine. 2009. Hobbes and the Congo: frames, local violence, and international intervention. *International Organization*, 63: 249-280.

Case Presentation Team: _____

Week 10 Nov. 19: Addressing the “Uncivil” in Peacebuilding and Social Change

Key Topics: Order and civility; fractured societies; populism and the voice of the people.

Required Reading:

- Chambers, Simone and Kopstein, Jeffrey. 2001. Bad Civil Society. *Political Theory*, 29(6): 837-865. E-Reserves.
- De la Torre, Carlos. 2017. Trump’s Populism: Lessons from Latin America. *Postcolonial Studies*, 20:2, 187-198.* E-Reserves.
- Berman, Sheri and Maria Snegovaya. 2019. Populism and the Decline of Social Democracy. *Journal of Democracy*, 30(3): 5-19.* E-Reserves.
- Zúquete, José Pedro. 2018. From left to right and beyond: the defense of populism. In *Routledge Handbook of Global Populism*. NY: Routledge, pp.416-434. E-Reserves.
- Populist reading TBD.

Discussion Questions:

- In what ways are populist movements’ bad or good civil society?
- In what ways does the concept of bad or “uncivil” society affect our analysis of civil society? The relationship between civil society and governance?
- How does thinking about civil society shift within conflict societies? (Marchetti and Tocci)

Case Presentation Team: _____

Recommended Reading:

- Marchetti, Raffaele and Tocci, Nathalie. 2009. Conflict society: understanding the role of civil society in conflict. *Global Change, Peace & Security*, 21 (2): 201-217.

Week 11 Nov. 26: Civil Society as a Point of Entry for Systemic Change

Key Topics: Ways contemporary “civil society” actors have functioned as a point of entry for systemic change; limits and opportunities for civil society actors as agents of change in statebuilding; envisioning collective well-being; systemic change in settings of deep-rooted conflict.

Required Reading:

- Lederach, John Paul. 2005. *The Moral Imagination*. Required Text. Read chapters 1 through 12 and the conclusion (pp.3-150, 171-178).

Discussion questions:

- Lederach does not use the term “civil society.” What terms does he use instead, and why might he use them?
- How and in what ways does Lederach suggest that small-scale actors affect systemic change?
- What does systemic thinking add to our discussions of social change?

Case Presentation Team: _____

Week 12 Dec. 3: Synthesis and Conclusions

Key Topics: Wrap-up (What we need to think about when considering what it means to live well together, and, how we might pursue flourishing in settings of deep-rooted conflict; thinking about peace as wicked problem).

Required Reading:

- Meadows, Donella. 2001. “Dancing with Systems” published in *Whole Earth and The Systems Thinker*, Vol. 13(2). [Available on-line](#).

Recommended Viewing

- Berlow, Eric. [Simplifying Complexity](#). 3 minute Ted Talk.

Final Integrative Essay Assignment or Research Paper due December 11, 2017 by 5pm on LEARN.

ADDITIONAL NOTES

Paper Deadline Policy: Your analytical papers are due at the start of class on the day that the particular reading you are analyzing is assigned; they are due in hard copy unless otherwise instructed. Please note that all papers not turned in on-time will lose 1/3 of a grade (e.g. a B+ becomes a B) in the first 24 hours, and further mark penalties will be incurred over time (1% per day), except in cases of genuine emergency. If you are struggling with an assignment, come meet with me before the assignment is due.

Grading Policy:

"F" (≤49): Failing work. "D" (50-59): Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C" (60-69): Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and involves memorizing

details and material. "B" (70-79): Good ability to explain how certain issues and events are related to one another according to explanations currently held in the field; sees relationships between events and theories and can reproduce arguments. "A"(80-100): Excellent, independent and original thinking and/or creative work. For writing standards that align with these grades, please see the grid on the last page of the syllabus.

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. A student is expected to know what constitutes academic integrity, avoid committing academic offences, and to take responsibility for his/her actions. Guidance is set forth by the University. You can take a tutorial and read more about the University's commitment to Academic Integrity. See the [UWaterloo Academic Integrity webpage](#). Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken. Please see me if you have any questions about what constitutes a violation of academic integrity.

Citations: Need help figuring out how to do citations? For our class, use [Chicago Style author-date format](#). The library offers free workshops on software that will help you to format your bibliography with Refworks. There are also excellent on-line resources, including links on our course LEARN website. If you are not sure about when or how to paraphrase a source and when or how to quote a source, I've posted resources on LEARN to help answer your questions.

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 xt 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

Writing Standards –Graduate Level (revised Spring 2017)³

Criteria	A excellent	B adequate expectations	C below expectations	Comments
Content <i>(quality of the information, ideas and supporting details)</i>	<ul style="list-style-type: none"> • shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content 	<ul style="list-style-type: none"> • shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content 	<ul style="list-style-type: none"> • shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> • shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion 	<ul style="list-style-type: none"> • shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion 	<ul style="list-style-type: none"> • shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion 	
Rhetoric and Style <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> • is concise, eloquent and rhetorically effective • effectively uses varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose 	<ul style="list-style-type: none"> • is somewhat concise, eloquent, and rhetorically effective • generally uses varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose 	<ul style="list-style-type: none"> • shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés 	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> • uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully 	<ul style="list-style-type: none"> • uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas 	<ul style="list-style-type: none"> • lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> • correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments 	<ul style="list-style-type: none"> • correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments 	<ul style="list-style-type: none"> • provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments 	
Conventions <i>(adherence to grammar rules: usage, spelling and mechanics)</i>	<ul style="list-style-type: none"> • composes well-constructed sentences • makes virtually no errors in grammar and spelling • makes accurate word choices 	<ul style="list-style-type: none"> • almost always composes well-constructed sentences • makes minimal errors in grammar and spelling • almost always makes accurate word choices 	<ul style="list-style-type: none"> • usually has well-constructed sentences • makes several errors in grammar and spelling • makes many inaccurate word choices 	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when one presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>				

³ Adapted with Permission from Eastern Mennonite University’s Graduate Program