

Conrad Grebel University College
University of Waterloo
PACS 605: Conflict Transformation and Peacebuilding
Winter 2021 – Remote Version

Professor: Dr. Jennifer Ball, RPP, MCIP

Office Location: CGUC 2103C

Virtual Office Hours: Preferably by appointment, or generally Thursdays 12-1pm

Email: jennifer.ball@uwaterloo.ca

For WINTER 2021, I will be working remotely, so email is the best way to contact me.

Class Time: Thursdays, 10am-12 (EST) – on Zoom

Special Note - Due to continuing effects of COVID-19, this course is being offered remotely.

Land Acknowledgement

In Waterloo, Ontario, we live and work on the traditional territory of the Attiwandaron (Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

I encourage you to reflect on the land where you are located, and who the originally peoples were who stewarded that land. If you do not know, I encourage you to find out. Such awareness is a critical part of more deeply understanding issues of conflict, colonization/decolonization, and peacebuilding, as well as our individual and collective responsibilities in this journey.

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.

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 holistic learning community

Required Reading Materials:

- 1) Anderson, Mary B. and Marshall Wallace. *Opting Out of War: Strategies to Prevent Violent Conflict*. Boulder, CO: Lynne Rienner Publishers, 2012.
- 2) +Hart, Barry, ed. *Peacebuilding in Traumatized Societies*. Toronto: University Press of America, 2008.
- 3) +Lederach, John Paul. *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books, 2003.
- 4) +Matyók, Thomas, Jessica Senehi, and Sean Byrne, eds. *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*. Toronto: Rowman & Littlefield, 2011.
- 5) Rosenberg, Marshall. *Speak Peace in a World of Conflict: What You Say Next Will Change Your World*. Encinitas, CA: Puddle Dancer Press, 2005.
- 6) +Schirch, Lisa. *The Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books, 2004.
- 7) Sutherland, Jessie. *Worldview Skills: Transforming Conflict from the Inside Out*. Sooke, BC: Worldview Strategies, 2005.
- 8) +Yoder, Carolyn. *The Little Book of Trauma Healing*. Intercourse, PA: Good Books, 2005.

NOTES:

- All of the above texts are available at 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 a WATERLOO [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 dropdown 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 dropdown.

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 prior arrangement, any written assignment handed in late will be subject to a deduction of 10% per day.

Weekly Circle: When on campus, I hold every class in Circle. This is because Circle, as a process, embodies the paradigm that undergirds conflict transformation and peacebuilding, as presented in this class. As such, each class is an opportunity to experience and practice core concepts such as interconnectedness, community building, the prioritizing of relationships, deep listening, and speaking from head and heart. (See Readings for Week 1)

Whether you've ever experienced Circle before or not, this is a wonderful opportunity to learn about this powerful process and how possible it is to build a sense of community, even online.

This term, our weekly online Circle will be for two hours. I will post the Zoom link each week in the Announcements.

Course Requirements & Evaluation Criteria:

Assignment	Weighting	Due Date
Weekly Discussion Forum	30%	Weekly – Wednesday & Friday
Integrative Speech & Peer Feedback	15%	Speech - March 1 Peer Feedback – March 5
Practice & Reflection Journal	20%	Jan. 23, Feb. 6 & 27, March 13 & 27, April 10
Peacebuilding Strategy Project	35%	Paper & Post - Wednesday, April 15 th Peer Feedback – Monday, April 19 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 Circle. However, given our limited synchronous time together, you will also engage in a weekly discussion 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 9am 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 have 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.

Each week, I will grade your discussion posts out of 3, taking into consideration: timing of posts (Wednesday & Friday deadlines), word length, integration of two or more sources from that week's content, 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 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. Then upload your recording to the (Integrative Speech) Discussion Forum. This can be submitted any time before **March 1st**. Even if you submit your speech earlier, please do not comment on others' submissions until after March 1st.

Between March 1st-5th, you will then view and comment on two of your colleague's presentations. Please provide substantive and constructive feedback (eg. what stood out for you as impactful, what did they do well, what might they do differently next time they give such a speech).

In your speech:

- Provide a title for your presentation
- Identify your audience (possibly 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 - even creative
- 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 (no max). These will be posted on LEARN, 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 10th**.

The 5 practice/reflection entries will be marked on a scale of 3 (submitted, adequate, exceeded expectations). The final summary reflection will be marked out of 5. I will skim your five submissions but then read your final summary in more detail. My hope is that you will feel less constrained by grades and thus will use this 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 pt 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 midnight **April 15th**.

Sharing & Feedback

After this learning adventure, it’s important that you share some of what you have learned. You also then become a valuable network of knowledge for each other. As such, you will post a 300-500 word description of your paper to the **Final Paper Discussion Forum by April 15th**. 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 19th**. 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 post.

Course Schedule & Reading Assignments:

Week 1 (January 14): Introductions & Circle

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? What is Circle and why is it an integral part of this course?

- *Ball, Jennifer, Wayne Caldwell, and Kay Pranis. 2010. "An Overview of the Circle Process." In *Doing Democracy with Circles: Engaging Communities in Public Planning*. St. Paul, MN: Living Justice Press, pp.32-48.

Week 2 (January 21): Goals of Conflict Transformation

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?

Required Readings:

- Lederach, John Paul. *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books, 2003.
- Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 1997.
 - Chapter 3 ("Reconciliation: The Building of Relationship", pp.23-35)
- *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)

Week 3 (January 28): 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 the West?

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*.
- *Healing Minnesota Stories. "[Man who helped organize Columbus statue toppling gets deferred prosecution, community service](#)" -

Week 4 (February 4): Strategic Peacebuilding

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? What are some ways in which communities have drawn upon their own resources to navigate dangerous socio-political contexts, creating localized peace in the midst of destructive conflict?

Required Readings:

- Schirch, Lisa. *The Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books, 2004.
- *United Nations – General Assembly Security Council. (1995), Supplement to an Agenda for Peace. (Skim pp. 7-13 - definitions).
- Anderson, Mary B. and Marshall Wallace. *Opting Out of War: Strategies to Prevent Violent Conflict*. Boulder, CO: Lynne Rienner Publishers, 2012.
 - Chapter 1 ("Preventing Violent Conflict," pp. 1-14), Chapter 2 ("Steps on the Path to Preventing Violent Conflict," pp. 17-31).
- *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).

Week 5 (February 11): Local Contexts and Resources

How can attention to "the local" contribute to sustainable peacebuilding practices? Why have diverse actors, including international organizations as well as NGOs, placed increasing emphasis on local ownership and empowerment? What can we learn from concrete examples of local peacebuilding (or war avoidance)?

Required Readings:

- Anderson, Mary B. and Marshall Wallace. *Opting Out of War: Strategies to Prevent Violent Conflict*. Boulder, CO: Lynne Rienner Publishers, 2012.
 - Chapter 3 ("Maintaining Community Cohesion," pp. 33-46), Chapter 4 ("Leadership, Consultation, and Communication," pp. 47-66), and Chapter 5 ("Engaging with Armed Groups," pp. 67-79)
 - Read 3 out of 5: Chapter 8 ("Afghanistan: Strategies of Resistance," pp. 103-115), Chapter 9 ("Bosnia: Cross-Ethnic Solidarity," pp. 117-128), Chapter 10

- (“Colombia: A Story of Community Refusal,” pp. 129-142), Chapter 11
 - (“Mozambique: The Spirit of Mungoi,” pp. 143-155), Chapter 12 (“Muslims Reject Genocide,” pp. 157-168)
 - Chapter 13 (“The Relevance of Nonwar Communities,” pp. 171-176).
- *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.

Reading Week (February 18): No Class

Week 6 (February 25): Role of Trauma & Trauma Healing

How does trauma impact efforts toward conflict transformation and peacebuilding? Thus, what would be the motivation to better understand and address the effects of trauma - on individual and collective levels? What are some approaches to addressing and healing trauma?

Required Readings:

- Yoder, Carolyn. *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened*. Intercourse, PA: Good Books, 2005.
- Hart, Barry, ed. *Peacebuilding in Traumatized Societies*. Toronto: University Press of America, 2008.
 - Introduction (pp. vii-xi)
 - Chapter 1 (“Critical Links Between Peacebuilding and Trauma Healing,” pp. 4-26)
 - Chapter 2 (“Managing Memory: Looking to Transitional Justice to Address Trauma,” pp. 27-47)
 - Chapter 3 (“Humiliation, Trauma, and Trauma Recovery in a Globalized World,” pp. 49-64)

Week 7 (March 4): Complex Conflict Systems

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 analysis to engagement?

Required Readings:

- Matyók, Thomas, et al., eds. *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*.
 - Chapter 4 (“The Social Cube Analytical Model,” pp. 61-80), Chapter 7 (“Emancipatory Peacebuilding,” pp. 115-140), Chapter 8 (“Ripeness, Readiness, and Grief in Conflict Analysis,” pp. 143-157)
- * de Coning, Cedric. “Implications of Complexity for Peacebuilding Policies and Practices.” In *Complexity Thinking for Peacebuilding Practice and Evaluation*, ed. Emery Brusset, Cedric de Coning, and Bryn Hughes, 19–48. London: Palgrave Macmillan UK, 2016.

Week 8 (March 5): Nonviolent Civil Resistance as a Basis for Conflict Transformation

How do intentionally nonviolent conflict strategies shape intergroup dynamics? How can escalation processes be managed in ways that support equitable negotiations, particularly in dangerous and/or oppressive situations? What has been learned about nonviolent conflict, and how can this knowledge advance 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.)
- *Robert L. Helvey, *On Strategic Nonviolent Conflict: Thinking about the Fundamentals* (Boston, MA: The Albert Einstein Institute, 2004). (**Read Chapter 1. Skim chapters 2, 3, and 4. Examine appendices and figures at the end of the book.** Helvey's work provides a very clear illustration of the "pragmatic nonviolence" school of thought, as expounded by Gene Sharp and the International Centre on Nonviolent Conflict.)

Week 9 (March 18): Non-Violent Communication

What are some of the most essential communication skills for peacemakers to master? What are some potential benefits of sustained dialogue and relationship building?

Required Readings:

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

Week 10 (March 25): Multiple Peacebuilding Tracks

What can a gender lens add to our understanding of peace resources and processes? Why is it important for peacebuilders to think about religion? How can diverse civil society actors contribute to a "multi-track" peacebuilding process?

Required Readings:

- Matyók, et al., eds. *Critical Issues in Peace and Conflict Studies*.
 - **Read 2 out of 4:** Chapter 6 ("Disability and Conflict," pp. 97-113), Chapter 9 ("Children, Youth, and Peacebuilding," pp. 159-176), Chapter 10 ("Developing Refugee Peacebuilding Capacity," pp. 177-198), Chapter 18 ("Religion and Peace and Conflict Studies," pp. 349-369)
- Hart, Barry, ed. *Peacebuilding in Traumatized Societies*. Toronto: University Press of America, 2008.
 - Chapter 6 ("Peacebuilding Leadership in Traumatized Societies," pp. 107-128)

- *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.

Week 11 (April 1): Cross-Cultural Engagement

How can peacemaking best proceed amidst significant differences in cultures and worldviews? How can peacebuilders acquire greater competence at working with cultural differences?

Required Readings:

- Sutherland, Jessie. *Worldview Skills: Transforming Conflict from the Inside Out*. Sooke, BC: Worldview Strategies, 2005. (library reserve)
 - pp. 11-49 [*then skim pp. 49-74*]; pp. 74-111; pp. 119-143
- *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.
- Matyók, et al., eds. *Critical Issues in Peace and Conflict Studies*.
 - Chapter 13 ("Indigenous Processes of Conflict Resolution," pp. 245-270.

Week 12 (April 8): Arts-based and Environmental Approaches to 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?

Required Readings:

- Hart, Barry, ed. *Peacebuilding in Traumatized Societies*.
 - Chapter 9 ("Arts Approaches to Peace," pp. 185-203)
- *Shank, Michael, and Lisa Schirch. "[Arts and Peace: Strategic Arts-Based Peacebuilding](#)." ECP: Escola de Cultura de Pau, 2008.
- *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.
- Matyók, et al., eds. *Critical Issues in Peace and Conflict Studies*.
 - Chapter 12 ("War on Earth?" pp. 217-244), Chapter 16 ("Narrative...," pp. 311-328).

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.

[Resource List – For Research and Further Reading](#)

Austin, Beatrix, Martina Fischer, Hans J. Giessmann, eds. *Advancing Conflict Transformation: The Berghof Handbook II*. Opladen & Farmington Hills, MI: Barbara Budrich Publishers, 2011.

Bercovitch, Jacob and Richard Jackson. *Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches*. Ann Arbor, Michigan: The University of Michigan Press, 2009.

Byrne, Sean and Cynthia L. Irvin, eds. *Reconcilable Differences: Turning Points in Ethnopolitical Conflict*. West Hartford, CT: Kumarian Press, 2000.

Dayton, Bruce and Louis Kriesberg, eds. *Conflict Transformation and Peacebuilding: Moving from Violence to Sustainable Peace*. New York: Routledge, 2009.

Darweish, Marwan and Carol Rank, eds. *Peacebuilding and Reconciliation: Contemporary Challenges and Themes*. London: Pluto Books, 2012.

Fisas, Vicenç. *2012 Yearbook on Peace Processes*. London: Pluto Books, 2012.

Fisher, Ronald J., ed. *Paving the Way: Contributions of Interactive Conflict Resolution to Peacemaking*. Lanham, MD: Lexington Books, 2005.

Hadley, Michael L., ed. *The Spiritual Roots of Restorative Justice*. Albany, NY: State University of New York Press, 2001.

Hancock, Landon and Christopher Mitchell, eds. *Zones of Peace*. West Hartford, CT: Kumarian Press, 2007.

Jeong, Ho-Won. *Peacebuilding in Postconflict Societies: Strategy and Process*. Boulder, CO: Lynne Rienner Publishers, 2005.

Kroc Institute for International Peace Studies. *Peace Accords Matrix*. Notre Dame, Indiana :

Notre Dame University, 2012. Available [online](#).

LeBaron, Michelle. *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco: Jossey-Bass, 2003.

Matyók, Thomas, Maureen Flaherty, Hamdesa Tusso, Jessica Senehi, and Sean Byrne, eds. *Peace on Earth: The Role of Religion in Peace and Conflict Studies*. Toronto: Lexington Books, 2014.

Nan, Susan Allen, Zachariah Cherian Mampilly, and Andrea Bartoli, eds. *Peacemaking: From Practice to Theory, Vol. 1 and Vol. 2*. Santa Barbara, CA: Praeger, 2012.

Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. *Contemporary Conflict Resolution*, 3rd ed. Cambridge, UK: Polity Press, 2011.

Richmond, Oliver P., ed. *Palgrave Advances in Peacebuilding: Critical Developments and Approaches*. New York: Palgrave Macmillan, 2010.

Reychler, Luc and Thania Paffenholz, eds. *Peacebuilding: A Field Guide*. Boulder, CO: Lynne Rienner Publishers, 2001.

Sandole, Dennis J. D. *Peacebuilding*. Cambridge, UK: Polity, 2010.

Schirch, Lisa. *Ritual and Symbol in Peacebuilding*. West Hartford, CT: Kumarian Press, 2005.

Zartman, I. William and J. Lewis Rasmussen, eds. *Peacemaking in International Conflict: Methods and Applications*. Washington, DC: United States Institute of Peace Press, 1997.

Zelizer, Craig, and Richard Rubinstein, eds. *Building Peace: Practical Reflections from the Field*. West Hartford, CT: Kumarian Press, 2009.

UWaterloo Policies

Academic Integrity

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. Check the [Office of Academic Integrity website](#) 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 instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

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, 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](#).

Other sources of information for students:

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. 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.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proof-read or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Accommodation for Students with Disabilities

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.

Mental Health Support

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