

Conrad Grebel University College  
University of Waterloo

**PACS 611: RECONCILIATION**

SPRING 2021

**Class Time:** Wednesdays, 3 - 4: 50 PM

**Instructor:** Dr. Narendran Kumarakulasingam

**Office Hours:** 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 how individuals and communities work to repair such rupture. As such we will spend the bulk of our time learning to become literate in the arts of reading: the workings of rupture; and the creative responses undertaken by social actors to reconstitute or revitalize the social. We will do so by engaging autobiographical, dramatic, and scholarly explorations of violent conflicts in Canada, India, Peru, and South Africa that speak to issues related to testimony, remorse, forgiveness, justice, and recognition.

Given our awareness of the university's presence 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 that includes ten kilometers on each side of the Grand River, we 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 governance.

### Course Logistics

This course will make use of the WATERLOO LEARN website. This site will provide general information for the course as well as electronic readings, instructor-generated materials, discussion boards, course handouts, and grades for term assignments. Important

announcements (e.g., cancellation of class, new resources to help with an assignment) will also be posted there, so please check the site regularly.

We will have synchronous class sessions on Wednesdays from 3 PM – 4: 50 PM via the Zoom platform. Each week, you are expected to log in at the start of the class, using the link provided on LEARN, which will contain the required meeting IDs and passwords. There is an expectation that all students will participate at this time.

## Recording of Course

Each synchronous class session will be recorded so that any student absent (or experiencing temporary technical difficulties) may review the class session at a subsequent time. Students are therefore reminded that their comments during the synchronous session will be recorded and made available **only** on the LEARN class website. Given that recording can raise concerns that are not typically present for in-class discussions, each student will be asked in the first class to indicate their agreement to the following two matters.

- First, students will be asked to consent to the class sessions being recorded for the benefit of students whose internet fails or who for some reason cannot participate in class at the designated time;
- Second, students will be asked to agree not to copy, quote, or recirculate comments or discussion posts by other students without that student's explicit written permission. In this way, we hope to preserve the integrity of the classroom where respectful and honest dialogue and mutual learning can occur without fear of being quoted without consent or misquoted in an inappropriate way.

You are welcome to turn off video and/or voice if there are times when you do not want to be recorded. If you have special concerns about the recording of class sessions, please contact me right away for further discussion.

## Learning Outcomes

Upon successfully completing this course, you should be able to:

- Conceive damage in relational terms.
- Discuss different practices of repair 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.
- Utilize a relational orientation to explore the workings of rupture and repair in a situation of socio-political violence.

## Course Assignments and Evaluation

### Thoughtful Weekly Participation (15%):

Fifteen percent of the final grade is based on the quality and consistency of your engagement in our weekly synchronous 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. If technical difficulties or lack of access to a suitable internet connection prevent you from participating in the weekly synchronous sessions, please review the class recordings.

*Alternate option:* Students who are concerned about their ability to participate regularly in synchronous class sessions may request an alternative grading option for weekly engagement. This request should be made no later than Week 3.

### 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 be a wide variety of styles in terms of responses and that is okay. My responses to your entries, as long as they are not 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 a case study utilizing a relational orientation for a potential class portfolio titled 'Studies in Rupture and Repair.' Identify an artifact (i.e. a novel, a song, a movie, a letter, a poem, an exhibit) or a social movement in relation to an instance of sociopolitical violence and explore how it either works at effecting or imagining repair in the given context. A successful case study will discuss the dynamics of rupture, relate the case study to a larger conversation about a course-related theme, and consider the implications for repair.

The case study is primarily meant to provide you with an opportunity to practice reading violent conflict through the lens of social rupture and repair in order to identify, imagine and cultivate creative interventions. But if there is sufficient interest and enough promising and/or high-quality essays, I will (with your permission) explore possibilities for collating your essays into a document for use by future MPACS students and/or by academics and peace professionals. There are three elements to this assignment:

### Portrait (10%)

Compose a portrait of the artifact or movement that is the focus of your exploration and discuss its significance for the problem you are exploring. Think of this portrait as a first attempt at trying to work out or communicate its significance. 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 12 PM (Noon) on Monday, June 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 12 PM (Noon) on Monday, July 5.**

### Final Case Study (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 before 12 PM (Noon) on Monday, August 9.**

If you would like your case study to be in a format other than an academic essay (i.e. a play or a short film for example), you are required to indicate this at the time of the submission of the portrait 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%	June 7
- Concept Note	10%	July 5
- Final Case Study	35%	August 9

### 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

Assigned Letter Grades	Percentage Range	Average Calculation Values
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.

### Late Submission Policy

An automatic 5% 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. You have *one* 'slip day' over the course of the term, which you can apply to any assignment of your choosing. A slip day is an automatic 48 hour extension that you do not have to request in advance. If you do use it, make sure to notify me when you turn in the assignment.

### 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)

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, please contact me as soon as possible. Should any difficulties arise as we proceed to work through course materials, please contact me directly to discuss appropriate strategies.

## Course Schedule

Please note that this schedule will likely change to reflect the rhythm, pace and interactions of our class. I will announce any such changes via LEARN. This means that as we progress, I will add to, or change some of the readings.

### Week 1 (May 12): Introductions

- Meeting one another, introducing the course

### Week 2 (May 19): Jumping Off

Required Reading:

- Sarah Maddison, "Can We Reconcile? Understanding the Multi-level Challenges of Conflict Transformation," *International Political Science Review* 38, 2 (2017): 155-168.
- 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.
- Paul Rusesabagina, *An Ordinary Man*, pp. 1-21.

### Week 3 (May 26): Testimony and Witnessing

Required Reading:

- Nora Strejilevich, "Testimony: Beyond the Language of Truth," *Human Rights Quarterly* 28, 3 (2006): 701-713.
- Dori Laub, "Truth and Testimony: The Process and the Struggle," in Cathy Caruth (ed) *Trauma: Explorations in Memory*, pp. 61-75.
- Maya Todeschini, "The Bomb's Womb? Women and the Atomic Bomb," in Veena Das et. al. (eds.) *Remaking a World: Violence, Social Suffering and Recovery*, pp. 102-156.
- David Gaertner, "'Aboriginal Principles of Witnessing' and the Truth and Reconciliation Commission of Canada," in Dylan Robinson and Keavy Martin (eds.) *Arts of Engagement*, pp.135-155.

#### Week 4 (June 2): Testimony and Witnessing II

##### Required Reading:

- Audio podcast on LEARN
- Preparation for small group activity

#### Week 5 (June 9): Remorse and Forgiveness

##### Required Reading:

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

#### Week 6 (June 16): Remorse and Forgiveness II

##### Required Reading:

- Pumla Gobodo-Madikizela, "Reparative Humanism: Exploring the Meaning of Ubuntu." Available [here](#).
- Chris Chekuri, "The Absence of Remorse," *Telangana Today*, March 6, 2020. Available [here](#).

#### Week 7 (June 23): Justice I

##### Required Reading:

- Mahmood Mamdani, "Settlers and Natives in Apartheid South Africa," in *Neither Settler nor Native: The Making and Unmaking of Permanent Minorities*, pp. 144 -195.
- Ashis Nandy, "The Other Within: The Strange Case of Radhabinod Pal's Judgement on Culpability," *New Literary History* 23, 1 (1992): 45-67.
- 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.

#### Week 8 (June 30): Justice II

##### Required Reading:

- Harsh Mander, *Towards Healing? Seeking Paths for Justice and Reconciliation in Gujarat, India* (New Delhi: WISCOMP, 2008). Available [here](#).
- 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 9 (July 7): Recognition

#### Required Reading:

- Drew Hayden Taylor, *God and the Indian*

### Week 10 (July 14): Recognition II

#### 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 (July 21): Final Project Workshop

#### Required Reading:

- Peer abstracts/portraits

### Week 12 (July 28): Wrap-up

#### Required Reading:

- Reflection exercise

## Communication Policies

Important course announcements and course materials will be posted on LEARN. If you encounter difficulties in accessing our course website, contact [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca). Also, please be sure that the email address listed under your name in LEARN is an address you check regularly.

If you are having any difficulties with the course or foresee having them, please let me know. Also, it is likely that we will face technological and other issues as a result of online learning. We will all need to be patient and flexible and ensure that we let each other know about any technological issues that arise.

Between Monday 9: 30 AM – Friday 4:30 PM, I will respond to emails within 24 hours of receipt under normal circumstances.

## 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:

Arts: [Academic Integrity website](#) University of Waterloo: [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](#).

### Grievances and Appeals

**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.

**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](#).

### 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 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](mailto: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: [www.adm.uwaterloo.ca/infocs](http://www.adm.uwaterloo.ca/infocs), ext. 33528, NH Room 2080.

### 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 Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

### 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/>