PACS 201: Roots of Conflict, Violence, and Peace

Winter 2012
Tuesdays and Thursdays, 1:00 p.m. – 2:20 p.m.
PAS 2083

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Office Hours: Monday 9:30-10:30 a.m.,
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Course Description
This course is the first of three introductory core courses in the Peace and Conflict Studies Program at the University of Waterloo.* Among the questions we will explore in this course are the following:

- **What do we mean when we speak of “peace,” “conflict,” and “violence”?** Are there different kinds of violence? Is peace simply an absence of direct violence, or is it something more than that? What is the relationship between peace and justice?
- **What are some of the different schools of thought to consider when analyzing sources of conflict between individuals, groups, and states?** Why do analysts often disagree about sources of conflict and violence? What are the implications of these disagreements for policy-making and peace advocacy?
- **How do our understandings of conflict, violence, and peace relate to our understanding of power?** Does power necessarily presuppose coercion and the threat of violence? What forms of power and influence are available to those who seek to refrain from or prevent violence?

Course Objectives

- To introduce a range of issues which fall under the general heading of “Peace and Conflict Studies”;
- To expose students to influential “paradigms” for understanding and dealing with conflict;
- To encourage application of concepts from the course to contemporary situations of peace and conflict;
- To provide a basis for evaluating strengths and weaknesses of various theories of peace and conflict; and
- To enable students to identify and describe diverse approaches to the promotion of peaceful change.

* The second of the three courses, PACS 202 (Conflict Resolution), delves more deeply into practical methods for resolving and controlling interpersonal, intergroup, and international conflicts. The third course, PACS 203 (History of Peace Movements), surveys individuals and groups that have created popular movements for peace globally and locally throughout history. Like PACS 202, PACS 201 may be taken for Global Experience Certificate (GEC) credit.
Course Requirements and Evaluation Criteria

15% Attendance and Participation*: Fifteen percent of your final grade will be based on your attendance and participation in class activities, as reflected in your completion of short clicker exercises. These clicker exercises will begin during the third week of class, and will consist of questions designed to help you integrate key concepts and apply them to world events. Although some questions will test knowledge of major themes from weekly course readings and lectures, grading will proceed on an “all answers earn full credit” (rather than a right/wrong basis). Simply being present in class is the key to a strong participation grade; always remember to bring your clicker (available for purchase at the Campus Bookstore).

*Opt-out provision: If you do not wish to purchase a clicker or have serious doubts about your ability to be present in class for clicker exercises, you may “opt out” by shifting this 15% of your grade to the final exam, which will be weighted at 45% rather than 30%. To choose this option you are required to inform the instructor in writing (on paper or email) no later than Thursday, January 19. Otherwise you will be locked into the (recommended) clicker-based attendance/participation format.

5% Enrichment Activity: You are required to participate in one educational activity related to PACS and to write a short report on that activity for credit. This need not be a report on a lecture or event sponsored by the PACS program or by Conrad Grebel University College – please feel free to seek out other UW events, community presentations, special conferences, and public lectures at neighbouring universities. You may nonetheless find it useful to consult a list of Grebel-sponsored Brown Bags and links to other websites with university- or community-sponsored events; this is available on the PACS website at http://grebel.uwaterloo.ca/academic/undergrad/pacs/enrichment.shtml, and through a link in the PACS 201 Desire2Learn website (https://learn.uwaterloo.ca). Lectures presented in your other UW classes are not appropriate for this assignment. It is your responsibility to proactively identify and attend a relevant extracurricular event, and to submit a written report no later than March 22 (earlier submissions are welcome at any time during the term).

For further instructions, see the enrichment report information sheet posted on Desire2Learn. This is intended to be a fairly straight-forward exercise in which you will demonstrate your ability to make connections between course themes and contemporary issues in Canada and the larger world. If you satisfactorily cover the key requirements of the exercise, provide sufficient evidence of attentive presence at the event in question, and compose your report in a clear and easy-to-read manner, you stand a good chance of receiving full credit (5/5 possible points).

10% Reflective Essay: At the beginning of the term you will write a short, 600-800 word (12-point font, 1-inch margins, approximately 2-3 pages) reflective essay entitled, “How I Define Peace.” In this essay (due January 19), you will be expected to present the following: 1) a statement of your own proposed definition (or understanding) of peace, articulated in relation to course concepts presented during the first two weeks of class (how is your understanding similar to and/or different from PACS 201 concepts such as direct, structural, and cultural peace?), 2) an explanation of how and why you have come to embrace this definition, and 3) your own thoughts about what can and should be done to advance or promote peace as you define it. Grading of this essay will give particular weight to thoughtfulness and willingness to engage in genuine (and to some extent autobiographical) reflection on experiences and influences that have shaped your understanding of peace. While you are encouraged to make references to relevant course readings and lecture material as you present your own ideas (using footnotes or citations where needed), the purpose of this essay is to help you clarify your own beliefs about the subject, as a basis for active engagement with course themes during the rest of the term. Use of first-person voice is expected for this assignment.
25% Analytical Essay: Twenty-five percent of your grade will be based on an analytical essay due on March 9. This essay should provide 5-6 double-spaced pages of typed commentary (12-point font and 1-inch margins) in response to one of a number of possible topics connected to course readings and lectures. Choices for this essay will be posted in Desire2Learn and in course lecture outlines.

Your essay should include the following components:

- a clear and topical response to the chosen question and the relevant readings
- an application of relevant analytical concepts presented in readings and course lectures (Note: If there are many different concepts that relate in some way to the topic in question, selectively identify what you consider to be the most crucial issues while being sure to anticipate some possible counter-arguments.)
- evaluative commentary concerning the strengths and weaknesses of key ideas, concepts, and contentions that have a direct bearing on your topic (Note: Please direct your comments to substantive aspects of the readings in question – NOT style. Ask yourself: Which arguments are persuasive, original, or thought-provoking? Which arguments were less convincing, complete, or compelling, and how would you correct, extend, or strengthen them?)

For further advice, see the Desire2Learn page entitled, “Ten Tips for Effective Analytical Writing in PACS 201.” Please note that faxed or emailed papers cannot be accepted.

15% Midterm Test: Halfway through the term (on February 7) there will be a midterm test. This “closed book” (no aids) test will consist primarily of multiple-choice, fill-in-the-blank (with word bank), and/or short answer questions.

30% Final Exam: The semester will conclude with an integrative final examination, consisting of short-answer and essay questions as well as multiple-choice and fill-in-the-blank questions. This exam is “closed book” (no aids), and will cover all course material – lectures, readings, class discussions, and videos. It will take place during the exam period, at a time chosen by the UW Registrar. Your registration in this course signals your commitment to take the exam whenever it is scheduled during the designated exam period. Do not pre-purchase air tickets home until the exam date has been announced.

Late Policy for Written Work

Students who contact Prof. Funk or their designated marker well in advance of a due date to inform them about realistic complications that will postpone completion of a paper often receive favourable consideration.

Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to papers that arrive late without prior clearance. Here are our standard deductions for late work:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- 15 days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit a paper. Up until final exam time we go by the motto, “Late is better than never.” We recognize that life can be complicated and are willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.
Appropriate Use of Laptops (and Other Gadgets)

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging.

Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don’t do it.

Further details concerning the PACS 201 policy on laptops and other gadgets will be discussed on the first day of class.

UW Policies on Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. (Check www.uwaterloo.ca/academicintegrity/ for more information.)

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, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity (check www.uwaterloo.ca/academicintegrity/) to avoid committing an academic offence, 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 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, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.
Desire2Learn (D2L) Learning Management System

Important course announcements will appear from time to time in the Desire2Learn (D2L) learning management system. To access these announcements and make use of additional course resources posted in D2L, go to https://learn.uwaterloo.ca. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp.uwaterloo.ca. After you have successfully logged in, click on PACS 201 in the yellow “My Courses and Communities” menu. Be sure that the email address listed under your name in D2L is an address that you check on a regular basis.

Additional Considerations

- 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 endeavor, 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**. It is likely that you will not always agree with ideas presented in course readings, lectures, and discussions. This is a good thing, so long as you use disagreement as an opportunity to test and clarify your own ideas, and to develop an enhanced capacity to express where you stand in relation to others. What matters 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.

Required Texts

2) PACS 201 Course Packet. Available for purchase at FedEx Kinko’s, 170 University Avenue West. In the class schedule (see below), course packet readings are preceded by an asterisk (*).

All three items are available at Porter Library Reserves. The Fisk & Schellenberg text can be purchased at the Campus Bookstore; the Course Packet is for sale at Kinko’s on University Avenue.

Recommended Texts


Please note that these are not required texts. These two texts are good resources if you desire additional commentary on concepts discussed in class.
**Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 19</td>
<td>Due date for Reflective Essay</td>
</tr>
<tr>
<td>February 7</td>
<td>Midterm Test</td>
</tr>
<tr>
<td>March 9</td>
<td>Due date for Analytical Essay</td>
</tr>
<tr>
<td>March 22</td>
<td>Due date for Enrichment Report</td>
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<tr>
<td>TBA</td>
<td>Final Exam</td>
</tr>
</tbody>
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*Source: http://commons.wikimedia.org/wiki/Zenaida_macroura*

**Course Schedule**

**PART I: INTRODUCTION**

NOTE: Course packet readings are preceded by an asterisk (*). Online readings are preceded by an angle bracket (>). Readings preceded by neither mark of punctuation are in the course text, *Patterns of Conflict, Paths to Peace*. Please keep up with all assigned readings on a weekly basis.

**Week One (January 3 and 5): Conflict, Violence, and Peace**

What issues does the field of Peace and Conflict Studies seek to address? How shall we define terms like “conflict,” “violence,” and “peace”? What are some of the major schools of thought within Peace and Conflict Studies?

*Reading:*


**Week Two (January 10 and 12): How “Natural” Is Destructive Conflict?**

What are some major patterns of conflict and violence in the world today? Does human nature predispose us to destructive conflict, or can human beings consciously choose more peaceful ways of living? How can social conditions and identities give rise to conflict?

*Reading:*

Week Three (January 17 and 19): Power Politics: Peace through Coercive Power

What have representatives of the “power politics” or “realist” school of thought said about the role of the state and military deterrence in containing violence and creating peace? What are some of the strengths and weaknesses of their explanations of war? Are traditional prescriptions for peace and security viable in the twenty-first century?

Reading:

Reflective Essay Due at 1:00 p.m. on Thursday, January 19

"While global government spending generally fell in 2009 in the wake of the great recession, and while budgetary deficits soared, there was little interruption to the steady post 9-11 growth in global military spending. Global military spending reached $1.5 trillion in 2009 – a six percent jump over 2008 and 50 percent higher than it was in 2000."

- Ernie Regehr (http://disarmingconflict.ca/)

PART II: WORLD ORDER:
PEACE THROUGH HUMANE GLOBAL GOVERNANCE

Week Four (January 24 and 26): World Order Perspectives on Conflict, Violence, and Peace

Can better enforcement of international rules and norms create a basis for a more peaceful world? What impact do economic and environmental issues have on prospects for peace? Should a comprehensive understanding of peace include absence of structural violence, presence of ecological balance, and provision of “global public goods”?

Reading:

"[T]he best defense of peace is not power, but the removal of the causes of war, and international agreement which will put peace on a stronger foundation than the terror of destruction.”

- Lester B. Pearson
Week Five (January 31 and February 2): Peace through Global Institution Building and Civic Activism

What can be done to reduce the incidence of armed conflict? How might collective and individual aspirations toward security, justice, economic well-being, and environmental sustainability be advanced in more structured and cooperative ways? What might stable peace within a complex and interdependent world system look like?

Reading:


Week Six: *Midterm Test* (Feb. 7) and Film (Feb. 9)

"When you think of all the conflicts we have -- whether those conflicts are local, whether they are regional or global -- these conflicts are often over the management, the distribution of resources. If these resources are very valuable, if these resources are scarce, if these resources are degraded, there is going to be competition."

"In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy and peace."

"I am working to make sure we don't only protect the environment, we also improve governance."

Wangari Maathai (1940-2011)

Part III: CONFLICT RESOLUTION: PEACE THROUGH COMMUNICATION

Week Seven (February 14 and 16): Sources of Conflict and Conflict Escalation
How has the field of conflict resolution sought to enhance our understanding of contemporary conflicts between ethnic, national, and cultural groups? To what extent are conflicts between groups similar to conflicts among individuals? What role do psychological and cultural factors play in the conflict escalation process?

Reading:

February 21 and 23 – Reading Week (No Class)

Week Eight (February 28 and March 1): Options for Transforming Conflictual Relationships
What must happen within and between groups involved in destructive conflict if they are to move toward an improved relationship? Can forgiveness play a role in large-scale social conflicts? Can third-party intervention and effective communication increase prospects for peace?

Reading:

“In negotiations we are, as in the process of forgiveness, seeking to give all the chance to begin again.”

-Desmond Tutu

PART IV: NONVIOLENCE: PEACE THROUGH WILLPOWER

Week Nine (March 6 and 8): Nonviolent Perspectives on Power and Social Change
How can individuals and groups confront power imbalances, serious injustices, and formidable adversaries without resorting to violence? How have some movements sought to promote peaceful change amidst inhospitable circumstances?

Reading:

Analytical Essay Due by 12:00 p.m. on Friday, March 9 (Conrad Grebel Reception Desk)

Week Ten (March 13 and 15): Approaches to Nonviolent Action
How does nonviolence work? What can nonviolent social movements achieve, and on what basis should we evaluate them? Can peace movements change social values?

Reading:

"Nonviolence is peace and democracy in action..."
-Diana Francis

"Transcending violence is forged by the capacity to generate, mobilize, and build the moral imagination."
-John Paul Lederach

Source: http://webzoom.freewebs.com/elizpoetry/peace%20dove%201.jpg
PART V: TRANSFORMATION: PEACE THROUGH LEARNING AND MORAL DEVELOPMENT

Week Eleven (March 20 and 22): Peaceful Behaviour as Learned Behaviour
What are the implications of viewing violence and war as cultural institutions? Can peace be learned? Can profound changes in the lives and priorities of individuals increase prospects for peace?

Reading:

Enrichment Report Due at 1:00 p.m. on Thursday, March 22

Week Twelve (March 27 and 29): Conclusion(s)
What is the role of “vision” in shaping a more peaceful human future? Where do we go from here?

Reading:

Final Examination: date to be announced

“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they grow up in peace.”

-Kofi Annan

“Peace is not something you wish for. It’s something you make, something you do, something you are, and something you give away.”

-Robert Fulghum


“The whole world needs the whole world.”