PACS 201: Roots of Conflict, Violence, and Peace

Fall 2022
Mondays and Wednesdays, 10:00 a.m. – 11:20 a.m.
CGR 1111

Instructor: Nathan C. Funk
Office: CGUC, Room 2122
Office Hours: Wednesday and Thursday from 1:00-2:00 p.m., and by appointment
Phone: (519) 885-0220, ext. 24295
Email: nfunk@uwaterloo.ca

Markers: 1) Wendy Stocker
          2) Ben Bauman
Email: 1) wlstocke@uwaterloo.ca
       2) bbauman@uwaterloo.ca

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 policymaking 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 that 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

10% Attendance and Participation*: Ten 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). Additional information about clicker exercises is provided below on p. 5.

*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 10% of your grade to the final exam, which will be weighted at 40% rather than 30%. To choose this option you are required to inform the instructor in writing (on paper or email) no later than Monday, October 22. 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 https://uwaterloo.ca/peace-conflict-studies/events, 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 upload a written report to the online dropbox in Desire2Learn no later than 11:59 p.m. on Wednesday, November 21 (earlier submissions are welcome at any time during the term). If you are not certain about the appropriateness of an event you are considering, please consult with the instructor.

After attending a relevant event, compose a 2-4 page “Enrichment Activity Report” (recommended minimum: 500 words). Your report should include precise information about the event, an examination of themes from the event that relate to PACS 201, and evaluative commentary on the event’s quality and impact. The following format is recommended:

- **Event Details:** Provide information about the title, speaker(s), date, sponsor, and venue.
- **Analytical Summary:** Describe the overall purpose and substantive content of the event (at least one complete paragraph).
- **Relation to Class:** Tell how the topics discussed at the event relate to key themes of PACS 201 (at least one complete paragraph).
- **Evaluation:** Provide your own evaluation of the event’s value and significance (at least two paragraphs). What was your personal response to the event? Did you find any ideas or contentions particularly insightful or problematic? What can students of conflict and peacemaking learn from the event? If possible, try to make explicit connections to course concepts.

The report is due late in the term, but most students find it helpful to complete their write-up no more than 2-3 weeks after attending the event, while the experience is still fresh. Enrichment Activity Reports will be marked at the end of the term; early submissions will be graded together with submissions that arrive later.
This is intended to be a straightforward 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, in Word or rich text format) reflective essay entitled, “How I Define Peace.” In this essay (due in the Desire2Learn Dropbox by 11:59 p.m. on September 26), you will be expected to present the following:
- 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?);
- an explanation of how and why you have come to embrace this definition; and
- 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.

A rubric for the reflective essay will be provided in class and posted in Learn. As you write, check the rubric to make sure you are covering all the required elements of the paper.

25% Analytical Essay: Twenty-five percent of your grade will be based on an analytical essay due on Friday, November 16 at 11:59 p.m. in the Desire2Learn Dropbox. This essay should provide 5-6 double-spaced pages (12-point font and 1-inch margins, in Word or rich text format) in response to one of a number of possible topics connected to course readings and lectures.

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 counterarguments);
- 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 Learn page entitled, “Ten Tips for Effective Analytical Writing in PACS 201.” Please note that faxed papers cannot be accepted. In the event that Desire2Learn is unavailable, you should email your essay directly to your marker by the deadline. Choices and further guidelines for the analytical essay will be posted in Desire2Learn and in course lecture outlines.
**20% Midterm Test:** Halfway through the term (on **October 17**) 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 prepurchase air tickets home until the exam date has been announced.

**Required Texts**


2) *PACS 201 Course Packet*. In the class schedule (see below), course packet readings are preceded by an asterisk (*).

_The Fisk and Schellenberg text is available at Porter Library Reserves, and can be purchased at the Campus Bookstore. The Course Packet is for sale at FedEx Kinko’s, 170 University Avenue West, in the UW Plaza ([http://www.uwplaza.net](http://www.uwplaza.net))._

**Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 26</td>
<td>Due date for Reflective Essay</td>
</tr>
<tr>
<td>October 17</td>
<td>Midterm Test</td>
</tr>
<tr>
<td>October 22</td>
<td>Deadline for opting out of the clicker exercises</td>
</tr>
<tr>
<td>November 16</td>
<td>Due date for Analytical Essay</td>
</tr>
<tr>
<td>November 21</td>
<td>Due date for Enrichment Report</td>
</tr>
<tr>
<td>TBA</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**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 usually 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.
Clicker Policy (for Attendance and Participation Marks)

As stated on p. 2, there will be for-credit clicker exercises from Week 3 through the last day of class. To receive attendance and participation credit for any given class session, you must reply to at least 50% of the clicker questions offered during that session. This means that if there are three questions you will need to answer two, and if there are six questions then three responses will be necessary.

Your attendance and participation grade will be calculated by dividing the total number of class sessions for which you receive clicker credit by the total number of sessions during which clicker questions were offered. Since everybody forgets their clicker once in a while (or misses a class for a non-vital reason, like finishing a paper for another course), I plan to grant each student three “freebies.” This means that the real equation for calculating your attendance and participation grade will be as follows:

\[
\frac{\text{total number of credited clicker class sessions attended} + 3 \text{ freebies}}{\text{total number of classes with clicker exercises}} = \% \text{ grade}
\]

Because freebies are offered to each student, handwritten responses to clicker questions will not be accepted after the end of Week 4. The maximum attendance and participation score is 100%.

Here are two examples of how clicker grades will be calculated:

**EXAMPLE 1:**
Rima attended 17 out of 20 “live clicker” class sessions from Week 3 through the end of the term. Unfortunately, she forgot her clicker twice, and left halfway through one class (thus failing to reach the 50% mark for that session’s clicker questions). She thus earned clicker credit for 14 out of 20 classes. Her grade will be computed in the following manner:

\[
\frac{14 + 3}{20} = 85\%
\]

Even though Sasha missed three classes and forgot her clicker two times, she still earned a respectable attendance and participation grade by showing up with her clicker 14 times and staying for the whole session.

**EXAMPLE 2:**
Jim had a rough semester. He attended 10 out of 20 “live clicker” sessions, and only remembered his clicker 8 of those times. During one class he fell asleep (having just pulled an “all-nighter” to finish a History paper), and didn’t click for the required 50% of the questions. He therefore earned clicker credit for 7 out of 20 classes. The calculation for his attendance and participation grade goes as follows:

\[
\frac{7 + 3}{20} = 50\%
\]

As you can see, this is not an ideal outcome, but even in this case the freebie points help to compensate for some avoidable absences and lapses of memory.

Remember: Just showing up and using your clicker will earn you easy points. Please don’t ignore this part of your grade. Acquire, register, and test clicker as soon as possible during the term. Many students find that clicking and comparing their ideas with those of other students can be fun and rewarding.

Finally, don’t forget the “opt-out” provision if you find yourself missing class or forgetting your clicker. To take advantage of this option and shift the 10% Attendance and Participation part of your grade to the final exam (making it worth 40% instead of 30%), contact the instructor in writing by Monday, October 22.
Desire2Learn (D2L, or “Learn”) Learning Management System

Important course announcements will appear from time to time in the Desire2Learn learning management system. To access these announcements and make use of additional course resources posted in Learn, 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.

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 workstation, 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 are expected to promote honesty, trust, fairness, respect and responsibility.

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, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

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, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

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, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academicintegrity
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.

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 endeavour, and that each one of us is a resource for everyone else in the learning process.

- 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 practise 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.

- 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.

- Students who are dissatisfied with a grade received for an essay may initiate an appeal/review process. See the **PACS 201 Essay Grading Appeal Form** in Desire2Learn for details.

- Though this is not a research-intensive course, you may nonetheless find it useful to examine a **PACS subject guide** the library has created to support peace-related research. You can access this guide at [http://subjectguides.uwaterloo.ca/pacs](http://subjectguides.uwaterloo.ca/pacs).

Course Schedule

PART I: INTRODUCTION

KEY: Required readings from the course text, Patterns of Conflict, Paths to Peace, are preceded by a plus sign (+). Required course packet readings are preceded by an asterisk (*). Required online readings are preceded by an angle bracket (>). Recommended readings and websites are preceded by a swung dash (~), and are offered for further enrichment. Please keep up with assigned readings on a weekly basis.

Week One (September 10 and 12): 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 (September 17 and 19): 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 – or to peace?

Reading:
• >Project Ploughshares. Study the following online content:
  o 1) “Armed Conflicts Report,” http://www.ploughshares.ca/content/armed-conflicts-report-0;
  o 2) “ACR Graphs,” http://www.ploughshares.ca/content/armed-conflicts-report-graphs;
  o 3) “Defining Armed Conflict,” http://www.ploughshares.ca/content/defining-armed-conflict;
  o 4) “Types of Armed Conflict,” http://www.ploughshares.ca/content/types-armed-conflict.

Week Three (September 24 and 26): Power Politics: Peace through Coercive Power
What have representatives of traditional “power politics” or “realist” thinking said about the role of the state and military deterrence in containing violence and establishing peace? Why have they held these beliefs? What are some reasons scholars in the PACS field tend to be dissatisfied with “power politics” approaches to peace?

Reading:

Upload Reflective Essay by 11:59 p.m. on Wednesday, September 26

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/)

http://www.schnews.org.uk/satire/index-arms-trade.html
PART II: WORLD ORDER: PEACE THROUGH HUMANE GLOBAL GOVERNANCE

Week Four (October 1 and 3): Conflict, Violence, and Peace as Governance Issues
How might strengthened adherence to international rules and norms help to advance peace? What is the role of the United Nations in peace issues, and in addressing growing problems of coordination on complex economic and environmental issues? Can reducing structural violence and cooperating to provide “global public goods” be meaningful global governance priorities?

Reading:

No class on October 8 due to Thanksgiving holiday.

Week Five (October 10): Global Institution Building and Civic Activism
What are the leading challenges for international peace and security in the 21st century? How can global institutions respond to current challenges and to initiatives emerging from citizen groups? What might a participatory and consensus-seeking global governance process look like, and how might it support aspirations toward security, justice, economic well-being, and environmental sustainability within a complex and interdependent world system?

Reading:

Week Six: World Order Wrap-up (October 15) and *Midterm Test* (October 17)

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)

Source: cmlawlibraryblog.classcaster.org
Week Seven (October 22 and 24): Conflict as a Dynamic Process
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:

October 22: Deadline for opting out of the clicker exercises, and transferring this 10% of your course grade to the final exam. Submit your request to the instructor in writing.

Week Eight (October 29 and 31): A Relational Approach to Peace
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 (November 5 and 7): Nonviolent Action as an Alternative to Violence
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:

Week Ten (November 12 and 14): Nonviolence as a Source of Cultural Change
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:

Upload Analytical Essay by 11:59 p.m. on Friday, November 16.

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
Week Eleven (November 19 and 21): Peaceful Behaviour as Learned Behaviour
What are the implications of viewing violence and war as cultural institutions? Can peace be learned? How do changes in the lives and priorities of individuals contribute to peace?

Reading:

Upload Enrichment Report by 11:59 p.m. on Wednesday, November 21 (earlier submissions welcome at any time during the term)

Week Twelve (November 26 and 28): Leadership for Peace
What are the roles of “vision” and personal example in shaping a more peaceful future? What is your vision?

Reading:

Week Thirteen (December 3): Conclusion(s)
What have we learned? 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


[T]he whole world needs the whole world.
-Howard Bliss