

**PACS 301-001 Special Topics: Promoting Peace in Perilous Times
Fall 2012**

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Classroom: Room 1300, Conrad Grebel University College

Class meeting times: Thursday 2:30 – 5:20 pm
September 13 – November 29

Office hours: By appointment

Context for PACS 301 Special Topics: Promoting Peace in Perilous Times

Special Topics in Peace and Conflict Studies are courses offered from time-to-time to examine contemporary issues of peace, conflict, and justice. Special Topics courses are not offered every term or every year. Many of the current PACS 311 – 329 Core Courses were once first offered as Special Topics courses and became permanent only because they generated substantial student interest.

In addition to courses that focus on peace and conflict generally and in-depth analyses that look at the peace opportunities and responsibilities of different sectors, PACS also offers courses such as this course which enlighten you on the relationship *between* sectors and the possibilities that exist for collaboration. PACS 301, Promoting Peace in Perilous Times, is offered because it focuses on some of the looming crises that will affect us on a global scale. It will study the impact of human-made and natural disasters and how solutions to these problems will require multi-sector cooperation and vision.

Course description

We live in a fragile world with enormous potential for conflict, disease, and ecological collapse. In the 21st century, there are numerous pressures being brought to bear upon humankind – from climate change and disease epidemics to peak oil and food shortages – that risk producing new, and intensifying existing, social cleavages. Little has been done to prepare civil society for tackling these crises.

While these issues are complex and often seem unsolvable, there are countless points of intervention. PACS 301, Promoting Peace in Perilous Times, will examine these potential sources of conflict and the complex interactions occurring between systems, and will consider what critical thinking and practical, multidisciplinary action is required to mitigate and even begin to transform these crises in the modern world. This course will look at the ways in which we can begin to see these crises as opportunities for creating more resilient communities and for shifting to greater peace and justice in the world.

Thematic Framework

Sustainability, values, and hope are the three underlying themes of PACS 301-01 – recognizing the need for economic, social, political, and environmental sustainability; understanding what current values undergird our systems and institutions and what new values must emerge in order to cultivate change; and fostering hope that viable alternatives for real and effective change are possible. Each class will be organized around this thematic framework in order to reflect these fundamental principles.

Learning outcomes

By the end of the term, you should be able to:

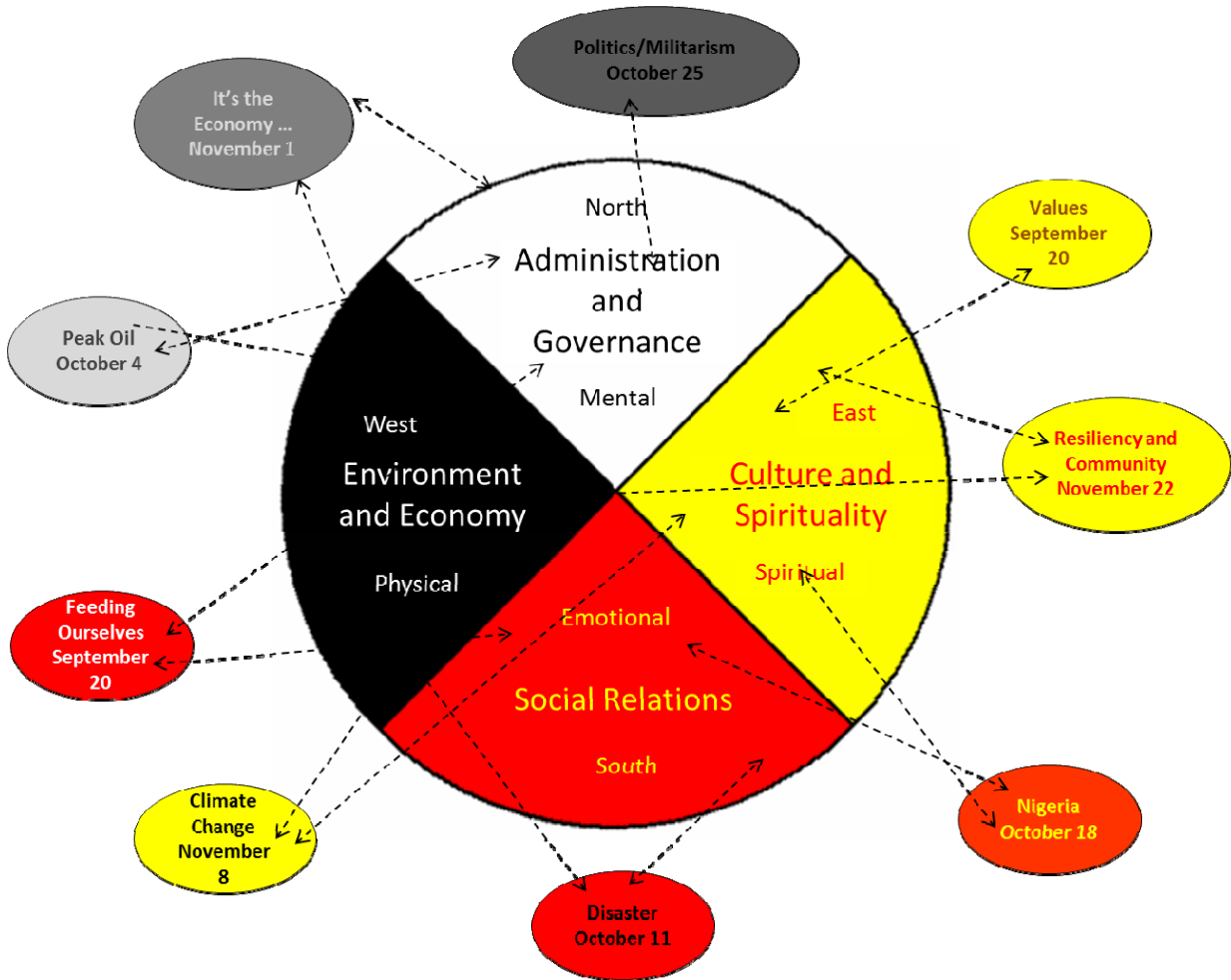
- Summarize the key issues of the most crucial social, political, economic, and environmental crises of our contemporary landscape – their scale, scope, and ripple effect;
- Identify values that are currently manifested in our structures, institutions, and identities and what other values need to emerge, or be fostered, in order to create more resilient and sustainable communities;
- Articulate potential linkages and how peace can be fostered through ecological, economic, and social means;
- Articulate roles for civil society in creating and promoting alternatives;
- Formulate practical, grassroots ideas on how to create a peaceful, stable society in response to these emergent crises.

Course teaching methodology

This is a seminar course that will emphasize critical analysis and discussion. It will not assume that there is one “right” answer to questions posed or issues discussed, but rather that there are ways of thinking that will enable you to develop your own personal philosophy. It will be assumed that you learn best and internalize lessons learned most effectively in a process of dialogue with other students, the instructor, and other resource materials utilized in class. You must therefore personally wrestle with concepts discussed in order to benefit from the course. Teaching methodologies that will be used will include:

- Lectures
- Student questions posed in class
- Small group discussions during class
- Videos and guest lecturers
- Case studies
- Application exercises that challenge you to apply theory to practice
- Discussion of current events relevant to course topics
- Student involvement in research, presentations and reports
- Quizzes on reading assignments
- Hands-on possibilities for expressing research

Course Diagram



Course assessment

The final course mark will be composed of the following course assignments:

- Attendance and participation – 5%
- In-class assignments – 5%
- On-line quizzes or reading responses for each class for weeks two through eleven – 20%
- Disaster scenario review – 5 %
- Application assignment – 20%
- Research paper – 45%

Assignment details and instructions

- **Attendance and Participation.** This will be an interactive class in which learning will best take place in the context of vigorous discussion. It is expected that you will periodically be asked to share what you have learned about your selected application assignment or research paper topic with the rest of the class. Hence, it is expected that you will attend class and participate meaningfully in small and large group discussions.
- **In-class assignment.** In each class including first and last, you will be asked to reflect on some aspect of the course, make notes of the discussion, or do a brief reflection on an activity after it is completed. The highest eight will be recorded. This assignment will generally be graded on a pass/fail basis. The notes handed in will receive a pass if they indicate a reasonable amount of discussion of the topic. More detail about expectations for this assignment will be given in class prior to the activity. No make-up or online assignments will be given.
- **Disaster Scenario Review .** You are required to select one of the following three options below. Each requires the preparation of a 4-page (1000-1200 words) written review due no later than 2:30 pm on September 27, 2012.
 - **Option 1: Movie Review.** Watch a typical disaster or “end of the world” movie and prepare a review that includes the following:
 - The plot or story line explained in one or two paragraphs
 - Reflections on any **four (4)** of the following questions:
 - What is the cause of the disaster?
 - How plausible is the worst case scenario depicted in the film?
 - What factors exacerbate the breakdown in social order?
 - How does life change in the altered landscape?
 - Does the film depict ways to prevent, or deal with, the disaster at hand?
 - What personal role would you hope you would play if you personally experienced this scenario?
 - What are the assumptions made about human nature in responding to crises?
 - Who is/are the hero(es)? Why are they the hero? What assumptions are made about solutions to a crisis based on the hero’s acts?
 - If you used a gender, class, race, sexual orientation grid to evaluate character portrayals, what would you learn?
 - What lessons can one learn that are applicable to Canada?
 - Any other questions brought to mind by reviewing the film. Please state the question or issue first.
 - Possible movies to review include, but are not limited to:

- *Panic in the Streets* (1950)
 - *The Towering Inferno* (1974)
 - *Earthquake* (1974)
 - *The China Syndrome* (1979)
 - *Nausicaä of the Valley of the Wind* (1984)
 - *Outbreak* (1995)
 - *Independence Day* (1996)
 - *Dante's Peak* (1997)
 - *Deep Impact* (1998)
 - *Armageddon* (1998)
 - *The Day After Tomorrow* (2004)
 - *Welcome to New Orleans* (2006)
 - *When the Levees Broke: A Requiem in Four Acts* (2006)
 - *WALL-E* (2008)
 - *The Road* (2009)
 - *2012* (2009)
 - *Avatar* (2009)
 - *The Book of Eli* (2010)
 - *The Hunger Games* (2012)
 - Or any suggestion from <http://www.apocalypticmovies.com/>
- **Option 2: Hypothetical case analysis.** Assume that the entire province of Ontario and every state or province within 1,000 kilometers of the borders of Ontario are without **ONE** of the following for a period of 10 days – **electricity**, **petroleum** (gasoline, diesel, propane, kerosene, aviation fuel, natural gas), or **water**. You don't need to determine whether this scenario is reasonable – just assume that it has happened. After selecting and briefly describing one of these scenarios, answer the following questions in a 4-page (1000-1200 words) paper:
- What would life be like?
 - How would people cope?
 - How would the deprivation impact different sectors of society?
 - What difference would it make if you were wealthy? Poor? Middle class?
 - What factors would make social disorder more likely?
 - What factors would make the maintenance of social peace more likely?
 - What personal role would you hope you would play if you personally experienced this scenario?
 - What lessons have you learned as a result of this exercise?
 - After you have answered the questions, give a sentence or two reflecting on the assumptions you made about human nature as you wrote your answer.
- **Option 3: Media Commentary Survey.** The last few years have seen the rise of collective activism and response to both local and global issues as well as what is considered by some, random mass violence (eg. England in the summer of 2011.) In 2012, Quebec students took to the streets to protest rising tuition fees and were joined by many others in what is sometimes called the "Maple Spring." Syrians continued their protests against the Al-Assad regime; elections occurred in countries "taken over" by the so-called "Arab Spring." The Occupy movement received less attention than a year ago,

but has not gone away. A good deal of commentary has developed in the mainstream media and online around why these actions occurred and what issues they represent. Some of the reasons are apparently localized concerns (tuition fees or repressive dictatorships). However, there are also schools of thought that place at least some of these events in the context of the “big issues” we will explore in this course like economic collapse, environmental degradation (google “Syria and Climate Change”) and lowering food supplies.

The task of this assignment is to choose one mass event and look at least 8 different commentaries or reports about the event. At least three sources should come from three different mainstream media (eg. *Globe and Mail*, *National Post*, *Guardian*, *CNN*, *CBC*, *Fox*, *BBC*, *Al Jazeera*, etc.), two from academic sources (or written by an academic for other media) and one from a personal blog or perspective. Try to represent a diversity of perspectives in your report. Feel free to observe the “comments” or “responses” section of the articles and reflect on what they might mean. The items you research can be in the form of video clips, news articles, journal articles, etc. Your report should include:

- A brief description of the mass event (demonstration, violent clash, insurrection)
 - A summary of the reasons given for why the event occurred – both immediate and underlying
 - If there are differing reports or perspectives explain what you perceive are the writers’ bias
 - A summary of the solutions proposed (if any)
 - A brief statement of your own opinion about whether the event has relevance to the course or not and why
 - You may also want to add:
 - A summary of the comments to the article or a few noteworthy quotations from those sources.
 - Proper footnotes for all sources.
 - A Bibliography of the sources surveyed including all media clips
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- **Online Reading Response Assignments** – You will be expected to complete a series of on-line quizzes and/or reading response assignments covering the **required** reading assignments for weeks 2 – 11 of the course. There will be no quiz for the first or last class. You may complete all ten on-line assignments but only the grades of the highest eight will be recorded. No make-up on-line assignments will be given. **You will be able to log onto LEARN over a 28 hour period beginning at 8 am the day before the class until 12 noon the day of the class.** Once logged on, you will have 45 minutes to complete the assignment. Quizzes will consist of a series of randomly selected questions based on the Reading Assignments. Reading responses will involve short-answer questions that test that you have understood the main points of the material. **Please note that LEARN is periodically shut down for routine maintenance at times that are posted on the system. Do not log onto LEARN if you cannot finish your quiz before LEARN will likely shut down as you will be denied the opportunity to re-start the quiz once the system shuts down.**
 - **Application assignment.** You are required to complete an application assignment that is designed to challenge you to apply course theory in a practical way. Due dates for this

assignment vary somewhat depending on which option is selected. You are required to **select** which **option** you prefer by the **end of class, September 20, 2012**. Options include:

- **Report Option 1. Due October 11, 2012 at 2:30 pm.** Prepare an approximate eight page (2000-2400 word) report/assignment, (excluding title page and bibliography, double spaced, normal 12 point font with one inch margins) on a topic or theme designed to apply course theory to practice. More details about this assignment will be discussed in class. This paper differs from the major research project in that this paper is designed to directly apply course theory to practice. This assignment may not be submitted by fax or e-mail or through LEARN.

- **Digital Option 2. Due October 18, 2011, at 2:30 pm.** A maximum of 3 individuals or groups may complete Option2. No one may select the Digital Option for both the Application assignment and the Research Paper/Major Project assignment. To meet the requirements for Digital Option 2, you should prepare a short (30 second to two minute) digital public service announcement or other electronic message on a theme and topic related to course materials that could be posted on *youtube* or other social media. You are encouraged to negotiate collaborative projects with other students, and ensure that collaborative work arrangements are acceptable to the course instructor. The clip should include at slide or two at the end that contain the clip's credits. In addition to the electronic submission, **each** student should also submit a two-three page (500 - 750 word) written summary that includes the following:
 - Name, student ID#, and Title of presentation
 - The names of your fellow collaborator(s)
 - If a group project, clearly state what part of the project for which you were most responsible
 - A clear statement of the objective of the media message
 - Summary of why this topic is important
 - The proposed audience and where you hope to post it or how it could be used
 - A short summary of what you learned as a result of this process
 - Annotated references (one-two sentences) for all materials used for research as well as any material appearing on the clip (including music) if not original material. *Note that if you use any material without permission, the assignment should not be posted on youtube, but should be submitted as a file on a DVD or jump drive.*

- **Volunteer Option 3. Due November 1, 2012 at 2:30 pm.** Volunteer for a minimum of 20 hours for an organization involved in an issue related to PACS 301 and write an approximate four page (1000-1200 word) summary. You are responsible to arrange your own volunteer placement. Examples of organizations you might approach (without guaranteeing a placement): *REEP Green Solutions, Sustainable Waterloo, Waterloo Public Interest Research Group (WPIRG), Community Renewable Energy Waterloo (CREW)*. The summary should include:
 - Reflection on what you learned from this experience – this would form the bulk of your writing
 - How your perspective changed
 - An analysis or evaluation of the organization with which you worked.
 - A log of your hours.

- **Life Skill Option 4a. Due November 1, 2012 at 2:30 pm.** Spend at least 10 hours learning and or practicing a hand-skill. You may also shadow/work with someone who works with their hands for a living for that length of time. Activities can include anything from preserving food, crafts like knitting or weaving, metal-work, electrical repair, plumbing, carpentry, etc. Feel free to check with the instructor if you have an idea, but are not sure it fits. You may find some inspiration or ideas to guide your reflections from the lecture of Stephen Quilley available here: <http://sig.uwaterloo.ca/feature/stephen-quilley-2011-innovators-in-action-speaker-series>. Submit the following work:
 - A log of your hours and what you did.
 - If you “made” something, submit that item. In addition, submit a four page (1000-1200 word) reflection on the experience. You can think about the skill’s “use” in today’s world, how useful it might be in the future if there is less energy available, whether you could “survive” using the skill. Reflect also on the relationships you developed while working on this project, if any.
 - If you shadowed/worked with someone, submit a one – two page (250-500 word) report describing who you shadowed, what they/you did, where, and when. In addition, submit a four page (1000-1200 word) reflection on the experience. You can think about the skill’s “use” in today’s world, how useful it might be in the future if there is little or no oil, whether you could “survive” using the skill. Reflect also on the relationship you developed with your subject while working on this project.

- **Life Skill Option 4b. Due November 1 at 2:30 pm.** Develop a proposal that could be submitted to the Mennonite Savings and Credit Union Peace Advancement Challenge, a competition designed to inspire University of Waterloo undergraduate students to explore creative peacemaking and deepen their understanding of the process of concept development. The proposal should develop a new (or expanded) idea for practical peacemaking that could be implemented in a local, provincial, national or global context. In this case, the idea should be relevant to the Promoting Peace in Perilous Times course. *Note: If you decide to submit the proposal, it will be judged by a panel of nine representatives and an award of up to \$2,500 will be made to the winning entry(ies). In addition, the winner will be invited to two or more “mentor” meetings with organizations related to their proposal. The full competition description will be posted on LEARN and available on the PACS website. While the competition submission deadline is the first Friday of January, this submission is due as stated above.*
 - The proposal should be 10 pages (2500 words) or it can be presented in a digital format (imagery/video.)
 - The submission should include a 150-word synopsis of the project.

- **Research Paper/Major project.** You are required to complete a research paper or major project on a topic related to course materials. You are required to **select** which **option** you prefer by the **end of class on October 4, 2012.**
 - **Digital Option 1 – due November 29, 2012, 2:30 pm.** A maximum of three individuals or groups may select Digital Option 1. No one may select both this Digital Option and the Digital Option for the Application Exercise. To meet the requirements for Digital Option 1, prepare a 5 – 8 minute electronic report suitable for posting on *youtube* or other social

media. You are encouraged to negotiate collaborative projects with others ensuring that collaborative work arrangements are acceptable to the course instructor. In addition to the electronic submission, each student should also submit a 4-5 (1000 – 1250 words) page written summary that includes the following:

- Your name and ID
 - Title of the project
 - The names of your fellow collaborator(s)
 - A statement of the objective of the media message
 - Summary of why this topic is important
 - The proposed audience and where you hope to post it or how it could be used
 - Provide a summary of what you learned as a result of this process
 - If a group project, clearly state your contribution to the project
 - Annotated references for all materials used for research as well as any material appearing on the clip (including music) if not original material. *Note that if you use any material without permission, the assignment should not be posted on youtube, but should be submitted as a file on a DVD or jump drive.*
 - Brief (one page) reflection on how this medium conveys your research as compared to a traditional research project.
- **Research Paper Option 2 due on November 29, 2012, 2:30 pm.** Prepare a 15 – 18 page (3800-4600 word) research paper (**excluding** title page, executive summary, table of contents, and annotated bibliography), double spaced, normal 12 point font, 1 inch margins, on a topic that is directly related to this course. You are encouraged to write a paper of the quality that can be submitted to a publication or conference. Footnotes (not endnotes) are required as is an **ANNOTATED** bibliography that briefly (3-5 sentences) summarizes the sources used in the paper. Guidance for writing an annotated bibliography is available here:
<http://writingcenter.unc.edu/handouts/annotated-bibliographies/>
- Research Paper format:
 - Title page, giving paper title, student’s name, ID, course number, title and ethics statement
 - Executive summary of no more than one page that summarizes the paper’s problem or thesis, arguments, and conclusions
 - Table of contents that essentially provides an outline for the paper
 - Problem statement that clearly, succinctly, and comprehensively explains the nature of the “problem” you are addressing or states the thesis of your paper
 - Analysis or argument
 - Short conclusion
 - Annotated Bibliography
 - Final papers **may not** be submitted by fax or by e-mail

General Research and writing tips:

- Students often over utilize fuzzy adjectives (many, a lot, big, great) at the expense of making clear and succinct factual statements. Write the first draft using few adjectives. Once you have created a persuasive paper based on clear statements, go back and re-insert the adjectives.

- Use a variety of sources, not a few sources repeatedly.
- Books, peer reviewed journal articles, newspaper and magazine articles, interviews and internet/web sources are all acceptable sources. However, not all internet/web sources are credible so use these carefully and sparingly.
- Footnotes can be used to “park” information that is relevant to your research topic, which may have deepened your understanding of your topic, but which may not necessarily fit within the scope of your paper. For example, a statement such as “a contrary view that I do not accept is proposed by who states that I disagree because the author does not take into consideration....” might better fit in a footnote than the body of the paper. Adding a footnote like this to your paper, however, shows that your research was thorough and took into account opposing views.
- Remember that the course instructor not only reads footnotes, but often checks the sources as well.
- Pick a topic or an area of a topic that is manageable. This course offers the opportunity to research and study many big inter-related issues. Honing in on one specific problem is a challenge but necessary. A topic that focuses on an area of your interest within the framework of the course will energize you. Don’t over commit yourself to a topic that you cannot complete during the term.
- Before you commit to a research topic, ensure that there are enough research resources available to allow you to successfully complete it.
- Be cognizant of academic ethics.
- There is a library at Grebel that houses some unique resources for PACS students. It also hosts the reserve readings for this course. The library also has a few computers, and study carrels as well as a photocopier that accepts your WATCARD. There are very friendly and helpful library staff who can guide you as you research. To get to the Grebel library, follow the instructions in the elevator to the third floor. Grebel's library hours are more limited than Dana Porter, but the space is quiet. There is a library subject guide for Peace and Conflict Studies? Here is the link:
<http://subjectguides.uwaterloo.ca/content.php?pid=236370&sid=1954422> .

Assignment deadlines

Deadlines are firm. On-line assignment deadlines especially are non-negotiable. In-class assignments have no make-up outside of class. Late assignments (Application Assignment and Research Paper) will be assessed an automatic penalty of 5%. An additional 5% per week late will be deducted. If a student does not inform the instructor of their intended date of submission, the penalty will instead be 2% per day after the first day. A valid medical document is required for medical excuses.

Ethics Statement

Any research papers that include research must include the following signed statement on the cover page that states,

“I am familiar with the UW Academic Policy on academic ethics and affirm that this paper does not violate any of its provisions.”

Course materials

Required reading assignments will come from several sources. These are:

1. Two text books available through the uWaterloo bookstore:

- a. Kuyek, Joan. *Community Organizing. A Holistic Approach*. Halifax, NS: Fernwood Publishing, 2011.
- b. Turner, Chris. *The Leap. How to Survive and Thrive in the Sustainable Economy*. Toronto: Random House Canada, 2011. *Please note that Turner's book does not have footnotes or a bibliography. A full list of sources can be downloaded at:*
http://www.turnersleap.com/sites/default/files/The%20Leap_SourceNotes_final.pdf .
2. Additional readings held **on reserve** in the Conrad Grebel University College Library
 - a. Hours: MON-THURS 8:30am – 9:00pm
 FRI 8:30am – 4:30pm
 SAT 1:00pm – 4:00pm
3. Internet sources as specified in the syllabus.
4. Materials posted on the PACS 301-01 LEARN website.

Missed classes

If you miss class you are responsible to obtain lecture notes/handouts from other students. Course notes may be posted on ACE, but they will not be complete.

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/>

Accommodation for Students with Disabilities:

- **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.

PACS 301 as an elective in other plans

PACS 301 has been listed as an elective in the International Studies Plan. It is additionally possible that you may be able to petition to have PACS 301 included in other Plans as an elective but you will need to consult the undergraduate advisor for those programs to see if this is possible.

Course schedule

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class or by announcement e-mailed to you or posted in LEARN.

Weekly Topics

September 13 Introduction. Review of course topics, schedule, learning objectives, requirements and student expectations.

- **No Reading Assignment.**

September 20 How and why should we care? Academic exploration focuses legitimately on the cognitive or rational and scientific exploration of problems. However, the issues we face as humanity and which we will explore in this course involve the complexity of human experience and response. What we value often informs what we believe about the world and our responses to it. Developing critical awareness of our own values as well as the value systems that undergird our systems of politics, the economy, social organization, etc. is important if we wish to truly understand the complex nature of the challenges and opportunities of this current time. In the second half of class, we will have a guest, Steve Thomas of Peacemakers, Inc. (<http://peacemakertraining.org/>). Steve will talk about his experience of how he struggled to apply his value system to a problem he saw in his community.

Required Reading:

- Text: Kuyek, *Community Approaches*, 10-56.
- On Reserve: Johann A. Klaassen and Mari-Gretta G. Klaassen, "Speaking for Business, Speaking for Trees. Business and Environment in *The Lorax*," in Jacob M. Held, ed., *Dr. Seuss and Philosophy*. (Lanham, MD: Rowan & Littlefield Publishers, Inc., 2011), 207-218.
- LEARN: Articles by Steve Thomas.

Assignment due: Submit Application Assignment choice.

September 27 The Big Picture. The problems of climate change, "peak oil" (ie declining fossil fuel energy stocks), food supply issues, near-epidemics, economic collapse or near-collapse, form part of a web of challenges our world is facing. There are local, regional, and global particularities as well. What are the inter-connections? Is there a model we can use to help us both grasp the complexity of the problem, but also the diverse possibilities for solutions?

Required Readings:

- Text: Chris Turner, *The Leap*, "Prologue," Chapter 1 "The Necessity of the Leap," "Epilogue," pp 1-53; 325-346
- Online: Dawn Cassandra Parker and Thomas Homer-Dixon, "Green Complexity Economics. Modeling Global-Scale Environmental, Resource, and Ecological Challenges," Occasional Paper #2, Waterloo Institute for Complexity and Innovation (WICI), (February 2012), available online http://issuu.com/waterloo_institute_complexity/docs/wici_op2_dawn_tad/1.

Assignment Due: Disaster Scenario Review

October 4 "Peak Oil" or the decline in the availability of fossil fuels. Oil, natural gas, coal are non-renewable, finite resource. "Peak Oil" theory suggests that the global demand for oil is exceeding our ability to produce it cheaply. More specifically, it refers to the point in time when the maximum global petroleum extraction rate is reached, after which the rate of production enters into terminal decline. This class will look at the issues surrounding peak oil and the necessity of preparing for a life with less oil.

Reading Assignment:

- Text: Turner, *The Leap*, "The Mechanics of the Leap," pp 55-131
- Online: Richard Heinberg, *Searching for a Miracle: "Net Energy" Limits and the Fate of Industrial Society*. (Sept 2009.) Post Carbon Institute. http://www.postcarbon.org/new-site-files/Reports/Searching_for_a_Miracle_web10nov09.pdf "
- Optional Online:
 - "Peak Oil Primer," *Energy Bulletin*. <http://energybulletin.net/primer.php>
 - David Biello, "Has Petroleum Production Peaked, Ending the Era of Easy Oil?," in *Scientific American* online, (25 Jan 2012), <http://www.scientificamerican.com/article.cfm?id=has-peak-oil-already-happened>

October 11 Dealing with Disasters. Communities have faced natural (and man-made) disasters of all kinds in human history. Sudden devastating events, like the Tsunami of 2006 that impacted many countries in Asia and the more recent Tsunami of 2011 in Japan are examples as is Hurricane Katrina or the earthquake in Haiti. What can be learned from our political, social, and community responses to these disasters? Special guests for the class will be Dann and Joji Pantoja who work with Peacebuilders International in Mindanao, The Philippines. Last year, Cyclone 'Sendong' impacted communities on their island and they together with their team were part of an emergency response. They will talk about their experience.

Reading Assignment:

- On Reserve: Excerpts from Rebecca Solnit, *A Paradise Built in Hell*, (New York: Viking (Penguin Group USA Inc.) 2009), "Hobbes in Hollywood, or the Few Versus the Many," pp 120-132; "Power from Below," pp 135-150.
- On Reserve: Jonathan Rosenberg, "Natural Disasters, Climate Change, and Recovery: The Sustainability Question in Post-Ivan Grenada," in Demond Shondell Miller and Jason David Rivera, eds., *Community Disaster Recovery and Resiliency. Exploring Global Opportunities and Challenges*, (New York: CRC Press, Taylor and Francis Group, 2011), 173-203.
- Online: RSA Animate and Jeremy Rifkin, "The Empathic Civilization," *TED TALKS*, (2010, August), http://www.ted.com/talks/jeremy_rifkin_on_the_empathic_civilization.html

- Online: Andrea C. Calonzo, "'Sendong' among deadliest cyclones to enter PHL in 12 years," GMA News (18 Dec 2011), <http://www.gmanetwork.com/news/story/242058/news/nation/sendong-among-deadliest-cyclones-to-enter-phl-in-12-years>

Assignment Due: Application Assignment Option 1

October 18 Case Study: Nigeria. Special Guest by phone/skype: Gopar Tapkida, Mennonite Central Committee. Nigeria is a country of great wealth culturally, historically, religiously, and of course in energy. Nigeria boasts over 200 ethnic groups. In the last 10+ years, increasing tensions have created flashpoints of sectarian violence – under the broad description of inter-religious and inter-ethnic conflict. Of course, many factors contribute to these incidents. Since 2003, a system of Emergency, Preparedness and Disaster Response teams made up of people from all walks of life in the city of Jos (Plateau State, Nigeria) has been developed to respond to local issues in a pre-emptive way. What can we learn from people living in a state of constant insecurity who have chosen to create a positive response to violent incidents that flare up in their community?

Reading Assignments:

- Text: Kuyek, *Community Organizing*, "Part 3, Learning to Work Together," 55-89
- On Reserve: Excerpt from Rob Nixon, *Slow Violence and the Environmentalism of the Poor*, (Cambridge, MA: Harvard University Press, 2011), "Slow Violence," and "Slow Violence and Structural Violence," pp 4-14
- On Reserve: Excerpt from Thomas F. Homer-Dixon, *Environment, Scarcity, and Violence*, (Princeton, NJ: Princeton University Press, 1999), Chapter 7: "Violence," pp 133-176
- LEARN: Readings about EPRT

Assignment Due: Application Assignment Option 2

October 25 Politics and by other Means

Required Readings

- Text: Turner, *The Leap*, Chapter 3 "The Leap in the Nation," pp. 132-169
- Text: Kuyek, *Community Organizing*, Part 5 "Asserting Political Power," pp 135-165.
- On Reserve: Bob Goudzwaard, Mark Vander Vennen, David Van Heemst, *Hope in Troubled Times. A New Vision for Confronting Global Crises*, (Grand Rapids, MI: Baker Academic, 2007), Chapter 6, "Guaranteed Security," pp. 99-126.

November 1 It's the Economy Since 2008 the worry of economic collapse has been upon us. We hear daily of the crises in Europe. How does our economic system and its assumptions fit into the complex of issues that we face as a global community? Is there another way? We may have a special guest.

Required Readings

- Text: Turner, *The Leap*, Chapter 4, "The Leap in the Economy," pp 171-201
- Text: Kuyek, *Community Organizing*, Part 4 "Reclaiming the Economy, Healing our Relationship to the Earth," pp 89-112
- On Reserve: Vandana Shiva, *Earth Democracy. Justice, Sustainability, and Peace*, (Brooklyn, NY: South End Press, 2005), "Living Economies," pp 13-72.

- Online: Timothy F. Slaper and Tanya J. Hall, "The Triple Bottom Line: What Is It and How Does It Work?" *Indiana Business Review*, (Spring, 2011) : 4-8 available online, <http://www.ibrc.indiana.edu/ibr/2011/spring/pdfs/article2.pdf>

Assignment Due: Application Assignment Options 3 and 4

November 8 Climate Change

Required Readings

- Online: Excerpts from Lester R. Brown, *Plan B 4.0: Mobilizing to Save Civilization* (2009) (available online http://www.earth-policy.org/images/uploads/book_files/pb4book.pdf) or type "Plan B 4.0" into your search engine and follow the link)
 - Chapter 3 "Climate Change and the Energy Transition," pp 55-76
 - Chapter 4 "Stabilizing Climate, An Energy Efficiency Revolution," pp 79-108
- On Reserve: Stanley Cohen, *States of Denial. Knowing about Atrocities and Suffering*, (Malden, MA: Blackwell Publishers Inc., 2002), Chapter 10 "Acknowledgment Now," pp 249-277.
- Online: Brad Plummer, "Arctic Sea Ice just hit record low. Here's why it matters," on Ezra Klein's Wonkblog, *Washington Post*, (28 Aug, 2012), <http://www.washingtonpost.com/blogs/ezra-klein/wp/2012/08/28/arctic-sea-ice-just-hit-a-record-low-heres-why-it-matters/>

November 15 Feeding Ourselves. While food production and food scarcity relates to the "big questions" we are exploring in the course, there are also other relevant concerns – particularly around how our food is produced, who has access to food etc. In addition a related debate focuses on population growth. This is a controversial, but a question that often gets asked and has some surprising responses.

Required Readings

- Text: Turner, *The Leap*, Chapter 5 "The Leap in the City," pp 210-243.
- Online: Excerpts from Lester R. Brown, *Plan B 4.0: Mobilizing to Save Civilization* (2009) (available online http://www.earth-policy.org/images/uploads/book_files/pb4book.pdf or type "Plan B 4.0" into your search engine and follow the link), chapters entitled, "Population Pressure: Land and Water," pages 31 – 54; "Feeding Eight Billion People Well," pages 216 – 238
- On Reserve: Ozzie Zehner, *Green Illusions. The Dirty Secrets of Clean Energy and the Future of Environmentalism*, (Lincoln, NB: University of Nebraska Press, 2012), Chapter 10 "Women's Rights," pp 187-222.

November 22 Building Resiliency and Community

Required Readings:

- Text: Turner, *The Leap*, Chapter Six "The Leap in the Community," pp 251-283.
- Text: Kuyek, *Community Organizing*, Part 6, "Lessons Learned," pp 167-174.
- On Reserve: Paul Hawken, *Blessed Unrest. How the Largest Social Movement in History is Restoring Grace, Justice, and Beauty to the World*, (2007), "Immunity," pp 139-165
- On Reserve: Rob Hopkins, *Transition Town. From oil dependency to local resilience*, (2008), Chapter 3, "Why rebuilding resilience is as important as cutting carbon emissions," pp. 54-77.

November 29 Summary of lessons learned. A summary of concepts covered in class, lessons learned, and conclusions for future directions.

No Reading Assignment

Assignments Due: Research Assignment/Major Project, Options 1 and 2.