Conrad Grebel University College  
University of Waterloo  
PACS 101 Peace is Everybody’s Business  
Fall 2019

**Class Time:** Tuesday and Thursday, 11:30 am to 12:50 pm  
**Location:** Conrad Grebel University College, Room 1208

**Instructor:** Lowell Ewert  
**Office Hours:** Thursday, 1:00 – 2:00 pm, or by appointment is always best  
**Office Location:**  
Room 4207, Kindred Centre for Peace Advancement  
Conrad Grebel University College  
Room 4207  
**Phone:** 519-885-0220 x24380  
**Email:** lowell.ewert@uwaterloo.ca

**Acknowledgment:**

We are on the traditional territory of the Attiwanadaron (Neutral), Anishinaabe, Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

**Calendar Course Description:**

This course explores ways in which individuals and groups from multiple sectors of society have contributed to peace by engaging conflict constructively and advancing social justice. Attention will be given to the diversity of peacemaking approaches, and to interpersonal and intergroup as well as international applications.

**Rationale for PACS 101**

Peace is fragile. While challenging to build, and often requiring conscious, intentional, and tenacious work, it can easily be destroyed. The work of creating and rebirthing a more fully peaceful, stable, and democratic society is a never-ending task. It requires the collective efforts, energies, and imaginations of every sector of society, working together on manifold levels, in thousands of jobs, in innumerable ways both large and small. Only when each person and each sector contribute appropriately and creatively to this effort can a more genuinely peaceful society result. This introductory course will explore the complex and multifaceted nature of everyday, practical peace, by analyzing the core values that lead to peace. It will explore models that explain how conflict and peace occurs in society and how the sectors of business, government, and civil society ideally work together to support peaceful communities. It will
explore ways in which diverse actors embrace the challenge of building a society in which everyone’s needs addressed justly.

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

- Define essential terms used in peace studies
- Explain core concepts, models, and values that undergird the study of peace and conflict
- Understand your role and responsibility in contributing to a more peaceful and just community, nation, and world
- Apply concepts of peace and conflict to a specific career
- Analyse how course concepts do or do not explain real-world situations
- Visualize peace
- Demonstrate an awareness of peace research and writing
- Demonstrate an awareness of the breadth of peace related research and practice

Concept Map:

Prevent, Resolve, Contain

![Figure 1: From William Ury, The Third Side, 113. Catching Conflict Before it Escalates](image)

Conflict is part of life. Tensions can be creative, but if not managed, they can become destructive and escalate to violence. There is the potential for conflict in almost every human interaction. However, most conflicts are prevented because of the peaceful choices of both the participants and those who observe what is going on. As conflict escalates and becomes more overt, the need for active involvement by outsiders to help resolve it emerges. When strategies for prevention and resolution fail, we need forceful actors to contain the conflict so as few people as possible get hurt. Conflict is contained or resolved so that, in the end, strategies preventing the cycle may be re-engaged. As we
proceed through the course we will consider how all of us can be involved in preventing, resolving, or containing conflict, hence building peace.

**Course teaching methodology:**
While this is a lecture course, it will include significant class discussion and interactive activities to emphasize critical analysis and personal reflection. 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 is assumed that we learn best and internalize lessons learned most effectively in a process of dialogue with each other, the instructor, and other resource materials utilized in class. You must therefore personally wrestle with concepts discussed to benefit from the course. Teaching methodologies that will be used will include:

- Student questions posed in class
- Small group discussions during class
- Videos clips
- Exercises that challenge students to apply theory to practice
- Discussion of current events relevant to course topics

**Required Reading Materials:**
All readings will be posted on the course LEARN website or will be available online. There are no required books to purchase.

**Web Page:**
This course will make use of a WATERLOO LEARN website. This site will provide general information for the course, reading assignments, grades for assignments, and other matters that may be posted from time-to-time. Important announcements such as the cancellation of class due to illness will also be posted there, so please try to check the site before each class, just in case.

**Course Evaluation and Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes on Readings</td>
<td>15%</td>
<td>Ten weekly quizzes, available over a 24 hour period prior to each weekly Tuesday class, are assigned. <strong>Students may work in groups of two to complete each quiz that will include randomly assigned questions.</strong> Only the grades of the highest eight quizzes will count towards your final grade.</td>
</tr>
<tr>
<td>In-Class Reflections</td>
<td>10%</td>
<td>Ten unannounced in-class reflections will be assigned throughout the term. Eight of these will count towards your grade. No make-up in-class reflections will be allowed.</td>
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<tr>
<td>Mid-term Test</td>
<td>25%</td>
<td>October 10, 2019 – will take the entire class period.</td>
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<tr>
<td>Assignment</td>
<td>Weight</td>
<td>Due Date</td>
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<tr>
<td>Career Assessment Proposal and Annotated Bibliography</td>
<td>15%</td>
<td>October 24, 2019 by 10 am, to be submitted on LEARN dropbox.</td>
</tr>
<tr>
<td>An Image of Peace</td>
<td>5%</td>
<td>Due November 28, 2019, by 10 am, to be submitted on LEARN dropbox.</td>
</tr>
<tr>
<td>Career Assessment Paper</td>
<td>30%</td>
<td>Due December 3, 2019, by 10 am, to be submitted on LEARN dropbox.</td>
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Assessment details and instructions

General Instructions

Citation Style. Chicago Style, Notes and Bibliography is the required style in this course. A helpful source with useful examples is available from Chicago Manual of Style.

Dropbox Submission Requirements. All written submissions to the Dropbox must be either MS Word or PDF documents. They must be double-spaced, 11 or 12-point font, and include one-inch (2.5 cm) margins. Pages must be numbered and include your name in the header or footer. In addition, you should include a title/cover page that shows the topic and includes your name and Student ID number. Spelling and grammar will be a graded item. Use a spell checker with the awareness that English has many homonyms. Reread your work before you submit it.

Quizzes on Readings (15% of overall grade) – due by 10:00 am prior to each due date
There will be ten (10) True/False Quizzes on the readings of which the eight (8) highest scores will count worth a total of 15% of the final grade. You will have thirty (30) minutes to complete each quiz. Quizzes for each week will be open from 10 am on the Monday of each week until 10 am the day of each Tuesday class. No late quizzes will be accepted. Note in the syllabus the exception for the week of the mid-term. Students are permitted to work in groups of two on each quiz.

In-class Reflections (10% of overall grade)
One way of learning is to actively reflect in an ongoing, structured way. Concepts and ideas in this course are learned best by critically engaging them in practical and creative ways. In ten classes throughout the term, you will be asked to reflect in writing on a question provided in class. Each written reflection will be no more than two (2) paragraphs (approximately 150-200 words). You will be asked to write your reflection as per instructions in class. Only eight of the in-class reflections will count towards your grade. The reflections will be graded out of 10 points, which demonstrates exceptional insight, critical thinking, and/or creativity, and 5/10 means that the level of engagement is weak. No points will be given if the assignment is not submitted. No late reflections will be accepted.

Mid-Term Test (25% of Final Grade) – Thursday, October 10, 2019
This will be an in-class, all essay, exam that will test on concepts covered from the beginning of the term. More details will be provided in classes leading up to the mid-term.

Career Assessment Assignments
You are required to research a career and grapple with how it relates to peace. Choose a career that is meaningful to you personally, preferably one that you anticipate pursuing. There are two separate assignments related to the career assessment.
Career Assessment Topic Description and Bibliography (15%) - Due Thursday, October 24, 2019, 10 am, to be submitted using the Learn dropbox. Submit a one-page (250 word) description of the career you intend to research, what the impact of this career is, and describe briefly how it relates to peace. Add a Potential Bibliography of at least 10 sources you might use in your final report. This list can include websites, trade publications or credible news sources that are publicly respected. Of the required ten (10) sources, at least four (4) must be an academic source (journal article, book, research reports that are found through the University of Waterloo library site, or other academic search engines like Google Scholar). The four (4) academic sources must be annotated. Simon Fraser University has a helpful guide for writing Annotated Bibliographies. Use Chicago bibliography style.

Career Assessment Report (30%) - Due December 3, 2019, 10 am, to be submitted using the LEARN dropbox. This is a Research Report of 10-12 pages (2500 – 3000 words). A rubric for grading the report will be discussed in class and available on LEARN, later in the term. Your submission must include a Title Page, Table of Contents, Executive Summary, Introduction, Body of work, Conclusion, and a Bibliography. (The Title Page, Table of Contents, and Bibliography do not count toward your page/word count.)

The body of the project should include the following:

- A detailed explanation of the career you have chosen – including how many persons pursue this occupation, what the qualifications are for this career, what interests persons have who typically pursued this occupation have, etc.
- Document and describe the impact of this career on society, what society might look like if there are too few persons engaged in this occupation, too many, or the impact on society if persons who are working in this career do not care about the peace implications of their employment. In other words, explain why it matters that persons who pursue this career are sensitive to the peace concerns we have discussed in class.
- Specifically reflect on how this career fits within the paradigm of different approaches to peace that we have discussed in class.
- Specifically reflect on how this career relates to the Ury Ten Roles paradigm discussed in class, how it can contribute to making violence less likely, and what the underlying core values are that are essential for this career to have a positive peaceful impact instead of a negative impact on society.
- Provide other detail about how you analyse the peace impact of this career by referencing at least two (2) other course themes or models that are relevant to your topic. Demonstrate that you were attentive in class discussions. Please make sure you clearly attribute course material used with appropriate footnotes.

The Bibliography for your final paper should include all sources referenced in your paper. There may be some change in the list between your original proposal and this final submission. The final Bibliography must still include at least four (4) academic sources, not including sources used in class, but there is no minimum or maximum limit on other sources used. The final Bibliography need not be annotated. Use footnotes, not endnotes.
An Image of Peace (5%) – Due November 28, 2019, 10 am, to be submitted using the LEARN dropbox.

This assignment invites you to be creative. You are invited to find or create an image or other artistic expression that shows your personal vision of a more peaceful world. In addition, in no more than one page (250 words) you will submit an explanation of this piece and how it draws on what you learned in the course and inspires you to make peace.

Make sure you include your name and ID# on the documents. Please note that you must state if the image is your own creation. If it is a photograph, state its approximate date and location taken. If it is a drawing or other artwork, state its date of production. If the image is not your own, you must cite its source with full reference details.

Late assignments
Assignments must be submitted when due. Assignments submitted late will be subject to the following deductions:
- 5% for the first day (24 hours)
- Additional 2% per week day (Monday – Friday) for additional days late
Please be in touch with me at least 24 hours PRIOR to the assignment due date if there is legitimate need for accommodation. If you are ill, please communicate as quickly as you are able. A medical note may be required for an accommodation.

PACS Research and Writing Support
Liaison Librarian
The library has created a PACS subject guide to help you carry out peace-related research. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing (lhardergissing@uwaterloo.ca), is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

UWaterloo Policies
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. Arts: Academic Integrity website University of Waterloo: Academic Integrity Office

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. Check the Office of Academic Integrity website for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student
Petitions and Grievances, Section 4 When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Accommodation for students with Disabilities: Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Other sources of information for students:

Mental Health Support: All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf.

The Writing and Communication Centre: Staff at the Writing and Communication Centre offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit their office.
Weekly schedule

The following course schedule may change from time-to-time to reflect the actual pace of class discussion and movement through course topics. Any changes to this course schedule, or to the list of required Readings assigned, will be announced in class in advance, and an announcement circulated on LEARN about changes.

1. September 5: Introduction
   ○ Reading assignment: none

2. September 10: What is Peace?
   ○ Reading assignment available on LEARN:
     - Story of a PACS graduate, Erika Toffelmire.
   ○ Assignment:
     - Quiz 1 covering readings for Sept. 10 – 12 is due on-line by 10 am before class begins.

3. September 12: Peace continued – what is its impact?
   ○ Reading assignment:
     - Universal Declaration of Human Rights

4. September 17: Bystander Framework
   ○ Reading assignment available on LEARN:
     - Story of a PACS graduate, Kaylee Perez.
   ○ Assignment:
     - Quiz 2 covering readings for Sept. 17 – 19 is due on-line by 10 am before class begins.

5. September 19: Rights and Opportunity of Children and Youth
   ○ Reading assignment:
     - Convention on the Rights of the Child, articles 1 to 40.
     - Greta Thunberg bio.

6. September 24: Writing Centre workshop – guest Nicole Westlund Stewart
   ○ Reading assignment:
     - “Tell a good story Well: Writing Tips by Randolph A. Smith.”
     - “Reading and listening critically.”
     - “Writing a page-turner: how to tell a story in your scientific paper,” by Anna Clemens.
     - “Chicago style: footnotes and endnotes.”
     - “Academic Offense Definitions and Examples.”
   ○ Assignment:
Quiz 3 covering readings for Sep. 24 – 26 is due on-line by 10 am before class begins.

7. September 26: Civil Society
   - Reading assignment available on LEARN:
     - Story of a PACS graduate, Cole Atlin.

8. October 1: Full Contact: Peace and Sport
   - Reading assignment
     - Available on LEARN, Bojana Blagojevic. “Sport and Peacebuilding: Healing the Wounds of War.”
   - Assignment:
     - Quiz 4 covering readings for Oct. 1, 3 and 8 is due on-line by 10 am before class begins. NOTE – this quiz covers reading materials for three different class sessions.

9. October 3: Law and Peace
   - Reading assignment available on LEARN:
     - Story of a PACS graduate, Lawyer Barry Bussey.

10. October 8: Rights – a structure sustaining peace
    - Reading assignment available on LEARN:

11. October 10: Mid-term – will use both rooms 1300 and 1208

12. October 22: A Restorative View
    - Reading assignment available on LEARN:
      - Story of a PACS graduate, Michelle Jackett.
    - Assignment:
      - Quiz 5 covering readings for Oct. 22 and 24 is due on-line by 10 am before class begins.

13. October 24: Leadership
    - Reading assignment available on LEARN:

**Assignment:**
- Career Assessment Proposal and Annotated Bibliography due and to be submitted using the LEARN dropbox.

### 14. October 29: Followership

- Reading assignment available on LEARN:
  - Ira Chaleff. “Chapter 1: Dynamics of Leader Follower Relationship,” in The Courageous Follower: Standing up to and for our Leaders (Berrett-Koehler Publishers, 2009), pgs. 11–33.
  - Story of a PACS graduate.

**Assignment:**
- Quiz 6 on reading materials for October 29 and 31 is due on-line by 10 am before class begins.

### 15. October 31: Active Bystander Training

- Reading assignment to be determined and posted later on LEARN.

### 16. November 5: Peace and Anthropology

- Reading assignment available on LEARN:
  - Dennis Willms. “An Ethnographer’s Reflections on an Anthropology of Peace: The Essential Role of the Moral Entrepreneur.”

**Assignment:**
- Quiz 7 covering readings for Nov. 5 and 7 is due on-line by 10 am before class begins.

### 17. November 7: Business and Peace

- Reading assignment:
  - [Certified B Corporation](#), read sections “About B Corps,” “The B Corp Declaration of Interdependence,” and “More Questions.”
  - [United Nations Global Compact](#), read “The Ten Principles.”
  - Story of a PACS graduate, Michael Quartermain.

### 18. November 11: Note – date change and location change for class. All students are asked to attend a lecture by David Crane focusing on international criminal prosecution and peace, CIGI, November 11, 2019, at 7:30 pm. Registration is required. More information about this event will be discussed in class prior to event.

- Reading assignment available on LEARN:
19. November 14: International Law and Peace
- Reading assignments:
  - Rome Statute, Articles 5 – 10.
  - Lowell Ewert. “Keeping our peace is everyone’s business,” published in the Waterloo Region Record, November 9, 2011.
- Assignment: none

20. November 19: Peace through engineering – the story of the WTO
- Reading assignments:
  - Read “Our Story,” “Founder,” and “Annual Report 2018” found on the website of the World Toilet Organization.
  - On LEARN an additional excerpt will be posted regarding a peace toilet project in India.
- Assignment
  - Quiz 9 on reading materials for November 19 and 21 is due on-line by 10 am before class begins.

- Reading assignment available on LEARN:
  - Story of a PACS graduate, Carey Jernigan.

22. November 26: Is PACS a real job?
- Reading assignments:
- Assignment
  - Quiz 10 on reading materials for November 26 and 28 is due on-line by 10 am before class begins.

23. November 28: Making it personal
- Reading assignment available on LEARN:
- Assignment:
  - An Image of Peace due to be submitted both using the LEARN dropbox, AND bring a copy to class today as we will discuss them as part of our class.
24. December 3: Summary, discussion of vocations researched, tie up loose ends
   - Readings assignment: none
   - Assignment:
     - Career Assessment Report due to be submitted using the LEARN dropbox.