Conrad Grebel University College, University of Waterloo
PACS 101- Peace is Everybody’s Business
Winter 2019

Territorial Acknowledgement: We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Instructor: Mary Lou Klassen, Adjunct Instructor
Conrad Grebel University College
226-606-6950 (cell)
e-mail: mlklassen@uwaterloo.ca

Classroom: CGC 1300

Class meeting times: Tuesday and Thursday, 10:00 am – 11:20

Office hours: By appointment.
Table of Contents
Territorial Acknowledgement .......................................................... 1
Instructor .......................................................................................... 1
Classroom ......................................................................................... 1
Class meeting times ......................................................................... 1
Office hours ..................................................................................... 1
Course description .......................................................................... 3
Context for PACS 101 Peace is Everybody’s Business .................. 3
Course Images ................................................................................. 3
Prevent, Resolve, Contain ................................................................. 3
Stone Soup ...................................................................................... 4
Learning outcomes .......................................................................... 4
Course teaching methodology ......................................................... 5
Required Readings ........................................................................... 5
Required Texts ................................................................................ 5
Evaluation ....................................................................................... 5
PACS Research and Writing Support ............................................. 6
  Liaison Librarian .......................................................................... 6
  Writing and Communication Centre ............................................. 6
Assessment details and instructions ................................................ 7
  General Instructions ................................................................... 7
  Citation Style ............................................................................. 7
  Dropbox Submission Requirements ............................................. 7
Quizzes on Readings (10% of overall grade) – due by 9:30 am prior to each class ......................................................... 7
Class Reflections (10% of overall grade) – due each Thursday by 11:59 pm................................................................. 7
In-Class Assignments and Integrated Reflections (15% of Final Grade) – ................................................................. 8
Mid-Term (20% of Final Grade) – Thursday, February 12 .................. 9
Career Assessment Report Assignments (30%)............................ 9
  Career Assessment Topic Description and Bibliography (5%) .... 9
  Career Assessment Report (25%) .............................................. 9
An Image of Peace (5%) ................................................................. 10
Late assignments ........................................................................... 10
Official University of Waterloo Policies and Information ............. 11
  Cross-listed course ................................................................... 11
  Academic Integrity .................................................................... 11
  Accommodation for Students with Disabilities ......................... 11
  Turnitin® is used in this course ................................................ 12
  Mental Health Support ............................................................. 12
  Religious holidays to be accommodated if requested .................. 12
Course Schedule ........................................................................... 12
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.

Context for PACS 101 Peace is Everybody’s Business

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 Images

Prevent, Resolve, Contain

![Graph: Prevent, Resolve, Contain]

Figure 1: From William Ury, The Third Side, 113. Catching Conflict Before it Escalates

Conflict is part of life. Tensions can be creative, but if not managed, they can become destructive. 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.

Stone Soup

![Image](image-url)

*Figure 2 Illustration from Forest and Gaber, Stone Soup*¹

Peacebuilding not only involves models like the one from our Ury text above, but the need to hear and tell stories. The folk tale, *Stone Soup*, tells how ingenious hungry strangers helps a fearful community open up to them and to each other by making “stone soup.” The magic is in how everyone is inspired to contribute something to the pot – even out of the little they have. Everyone has something to contribute to the “business of peace.”

**Learning outcomes**

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
- Demonstrate an awareness of peace and its link to academic integrity and citation skills
- Apply concepts of peace and conflict to a specific career
- Analyse how course concepts do or do not explain real-world situations
- Value your role and responsibility in contributing to a more peaceful and just community, nation, and world
- Create an image of peace
- Build community

Course teaching methodology

While this is called 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
- Experiences to build class community

Required Readings

The assigned readings are meant to provide background to the issues to be discussed in class and create a basis for learning. Not all concepts in the readings will be discussed in class. You are expected to grapple with the themes of the required readings and recall their salient points. This ability will be tested through online quizzes on the readings prior to class.

Required Texts (available from the UWaterloo Bookstore and on 3-hour reserve at the Milton Good Library, Grebel)


There are additional required readings that will be posted on LEARN for each week or found on linked websites. They are indicated in the course schedule below.

Evaluation

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tr>
<td>Quizzes on Readings</td>
<td>10%</td>
<td>30 minutes prior to each class unless otherwise noted in class schedule below</td>
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<tr>
<td>Class Reflections</td>
<td>10%</td>
<td>Due by 11:59 pm each Thursday unless otherwise noted in class schedule below</td>
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<td>Assignment</td>
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<tr>
<td>Mid-term</td>
<td>25%</td>
<td>Tuesday, February 12: Taken online through LEARN, available to begin for 24 hours on February 12 for the day: 12:00 am to 11:59 pm.</td>
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<tr>
<td>In-Class Assignments and Integrated Reflections</td>
<td>15%</td>
<td>See Weeks 1, 6, 7, 9 in the Course Schedule below for due dates.</td>
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<tr>
<td>Career Assessment Proposal and Annotated Bibliography</td>
<td>8%</td>
<td>February 26, 9:30 am</td>
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<tr>
<td>An Image of Peace and Presentation</td>
<td>5%</td>
<td>April 4, 10:00 am</td>
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<tr>
<td>Career Assessment Report</td>
<td>27%</td>
<td>April 8, 11:59 pm</td>
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**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.

**Writing and Communication Centre**

The Writing and Communication Centre works with students in all faculties to help you consider your audience, clarify your ideas, develop your voice, and write in the style appropriate to your discipline. WCC staff offer one-on-one support for writing papers, delivering presentations, citing research, and revising for clarity and coherence. Group appointments for team-based projects, presentations, and papers are also available.

You can pre-book appointments with WCC staff or drop in at the Library for quick questions and feedback from WCC peer tutors. To book an appointment and to see drop-in hours, visit their [website](#).

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.
Assessment details and instructions

General Instructions

Citation Style

MLA is the required style in this course. A helpful source with useful examples is available from Purdue University’s Online Writing Lab. There are also other MLA guides available through the UWaterloo library. Make sure you open the underlying tabs for information and examples on many kinds of works including web sources.

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 (e.g. Klassen, 3). The first page must include title information as per MLA style explained under the heading, “Formatting the First Page of Your Paper.” Use a spell checker with the awareness that English has many homonyms. Reread your work before you submit it.

Quizzes on Readings (10% of overall grade) – due by 9:30 am prior to each class

There will be seven (7) mostly True/False or Fill-in-the-Blank Quizzes on the readings of which the six (6) highest scores will count worth a total of 10% of the final grade. If the quiz involves another kind of question, you will be notified on the syllabus. You will have thirty (30) minutes to complete each quiz of 15 questions each. Quizzes for each week will be open by Saturday noon the week prior to their due date and close at 9:30 am before Tuesday’s class. You may work with one other classmate on the quizzes. One quiz question will ask you if you worked with anyone and to state their name. This question will always receive 1 point no matter what the answer.

Class Reflections (10% of overall grade) – due each Thursday by 11:59 pm

During the semester, you will be given a reflection question to respond to in the relevant classes. You will be expected to submit one (1) reflection per week unless otherwise indicated in the course schedule. Each written reflection will be no more than two (2) paragraphs (approximately 150-200 words). Longer reflections may be downgraded. You will submit the reflections online as per instructions in class. You may be given a few minutes in class to write down your thoughts. However, the online space for submitting your reflection will open by class time on Tuesday and close on Thursday at 11:59 pm each week.

There will be eight (8) opportunities to submit a reflection. The highest seven (7) will count. The reflections will be graded as 5/5, 3/5, and 0/5. 0/5 means nothing is submitted. Normally a grade of 5/5 will be awarded for a thoughtful, well-crafted submission. A 3/5 means that there is inadequate thought or that it is clear you were not in the class you refer to. No late reflections will be accepted.
In-Class Assignments and Integrated Reflections (15% of Final Grade) –

On Weeks 1, 6, 9, 11 there will be alternative assignments to the Quizzes and Reflections. Weeks 1 and 6 involve an in-class assignment that will be finally submitted at the end of the day they are assigned and explained in the relevant class.

On Weeks 9 and 11 there are two integrated reflections to be submitted (one each week) that will involve reflecting on an experience we had in class and integrating aspects of the readings into your writing. The Integrated reflections will involve 3-5 pages (750 – 1250 words), be formatted and submitted according to the General Instructions for submissions. The should include the following:

- **Introduction**: Introduce your reflection, summarizing your main point.
- **What**: What happened?
  - Summarize the various aspects of the experience. For the Module on Reconciliation reflection, this would focus on what happened during this section of the course including a brief description of your group work and how it connected to the whole of the class. For the reflection on the class visit, it would describe where we went, who we met and what types of activities/input occurred.
- **So What**: Sense-making section ... what does this mean?
  - Write about how you “felt” during the experience. Were you excited, frustrated, bored, energized, touched, etc.? Explain how that impacted what you learned?
  - Summarize at least two specific ideas (properly referenced) from the relevant reading(s) that relate to your experience in some way and explain if/how/why they help you make sense of your experience.
- **Now what**: What about…. This section will include a deeper analysis. You might answer questions like:
  - For the Module on Reconciliation you might choose one of:
    - Evaluate the model of reconciliation we used for its relevance to a specific conflict
    - Explain your position about which value is the most important for reconciliation among peace, justice, mercy, truth.
    - Re-draw the diagram with an explanation of how you see the pieces fitting together and/or if there is a value to be added
  - For the class visit you might
    - Write about a next step you would take in response to what you learned
    - Evaluate if/how the Centre you are writing about that we visited on campus is relevant for peacebuilding and if so, how?
    - Evaluate if/how the Centre you are writing about impacts the campus of UWaterloo as a whole. If not, how could it have more impact?
- **Conclusion**
  - Summarize your main point(s)
- **Works Cited**
Include a Works Cited List of any sources used including course readings.

Mid-Term (25% of Final Grade) – Thursday, February 12

This will be an online test you will take during the day of February 12 anytime you choose between 12:00 am and 11:59 pm. It will be designed to take you 2 (two) hours to complete but it will be available for three (3) hours once you log on. It may include True/False, multiple choice, short answer, and essay questions. More details will be provided in class. **There will be no class held that day.**

Career Assessment Report Assignments (35%)

You are required to research a career and grapple with how it relates to peace. Choose one that is meaningful to you personally. This assignment has two components. The first will outline your topic and include an annotated bibliography (worth 8%), and the second will be the full and final report on your research, analysis, and aspirations (worth 27%).

Career Assessment Topic Description and Bibliography (8%)

Due Tuesday, February 26 at 9:30 am. Submit a one-page (250 word) description of the career you intend to research and describe briefly how it relates to peace. Add a Potential Bibliography of 10 sources you might use in your final report. This list can include credible websites or trade publications. The ten (10) sources must include at least four (4) academic sources (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 MLA Works Cited style. Before the assignment is due, there will be a presentation about annotated bibliographies, MLA style, and other citation matters by an expert from The Writing Centre.

Career Assessment Report (27%)

Due Monday, April 8 at 12:00 noon. 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.) Note: This assignment will be filtered through Turnitin®. Turnitin® will be available before the due date for you to check your paper giving you an opportunity to correct your work if needed. We plan to spend some time on how Turnitin® works in class.

The body of the project should include the following:

- A detailed explanation of the career you have chosen. For example, include how many people pursue this occupation, what the qualifications are for this career, what interests people have who pursue this kind of work.
- Document and describe the impact of this career on society. For example, write about what society might look like if there are too few people engaged in this occupation or too many, or
write about what the impact on society might be 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 people who pursue this career are sensitive to the peace concerns we have discussed in class.

- Specifically explain how this career fits within the paradigm of different approaches to peace that we have discussed in class.
  - Analyse how this career relates to each of the Ury Ten Roles paradigm discussed in class and how it can contribute to making violence less likely. Describe what the underlying core values might be that are essential for this career to have a positive peaceful impact instead of a negative impact on society. Not all of the Third Side roles will apply, so you will both need to explain how some of them do and how some of them are not relevant.
  - Analyse how this career does or does not impact each of the Levels of Change we discussed. Most careers most easily impact one or two Levels, not all of them.
  - Further analyse the peace impact of this career by referencing at least two (2) other course themes or models or experiences in class 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 citations, though these items will not be part of your Bibliography.

The Works Cited 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 should not be annotated.

An Image of Peace (5%)

Due in class on April 4. This assignment invites you to be creative. Find or create an image or other artistic expression that shows your personal vision of a more peaceful world. You will briefly present your piece to class on the last day as part of the assignment. In addition, in no more than one page (250 words) you will submit to a dropbox by 9:30 am prior to class, 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. 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 in MLA style 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 5% for the rest of the first week (days 2-7) (total 10%)
  - Additional 10% for anything submitted after one week (total 20%)
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.

**Official University of Waterloo Policies and Information**

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage for more information.

*Discipline:* A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity 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 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. 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:* The AccessAbility Services office, located on the first floor of the Needles Hall extension (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 the AS office at the beginning of each academic term.

Turnitin® is used in this course

**Turnitin.com and alternatives:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. You will be given an option if you do not want to have your assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

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)](https://example.com)

Download the [WatSafe app](https://example.com) to your phone to quickly access mental health support information

Religious holidays to be accommodated if requested

Requests for accommodation based on religious holidays must be submitted to me as soon as the conflict becomes apparent.

**Course Schedule**

The following course schedule may change from time-to-time to reflect the actual pace of class discussion and movement through course topics. There may also be periodic adjustments to the assigned readings to better tailor the readings to the course content. Any changes to this course schedule will be announced in class at least a week in advance, and an announcement circulated on LEARN about changes. Readings can be found in the course texts or on LEARN for each week. LEARN will either include a link to an internet source, or an uploaded, scanned document.
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Tuesday, January 8</td>
<td>Introduction</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Tuesday, January 15</td>
<td>The Third Side</td>
<td>• Text. Ury, The Third Side, xv – 26. “Introduction” and Chapter 1, “Are We Doomed to Fight,” and “The Third Side.”</td>
<td>Quiz 1 on Week 2 Readings due 9:30 am</td>
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<td><strong>Week 3</strong></td>
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<td>Thursday, January 24</td>
<td>Civil Society</td>
<td>• Text. Ury, The Third Side, Chapters 5-6, “Prevent,” and “Resolve,” pages 111-168.</td>
<td>Reflection B – Circle due by 11:59 pm</td>
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<td><strong>Week 4</strong></td>
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**Week 5**

| Tuesday, February 5   | Identity                          | • Text. Lederach, *Conflict Transformation*, pages 48-60/Chapter 8.  
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<td>Week 6</td>
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<tr>
<td>Tuesday, February 12</td>
<td>Test</td>
<td>No class. Online Midterm – Available on LEARN from 12:00 am February 12 to 11:59 pm February 12.</td>
<td>No Quiz</td>
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| Thursday, February 14 | Writing Centre Presentation  | • “Integrating Sources,” *Harvard Guide to Using Sources*, Harvard University, accessed 3 January 2019. Read all sub-sections under “Integrating Sources” heading, Linked from LEARN. 
• “MLA Formatting and Style Guide,” *Purdue Online Writing Lab*, accessed 3 January, 2019. Linked from LEARN. | In-Class Assignment due by 12:00 am February 15 |
|                       |                              |                                                                                                                                             |                                                  |
| Reading Week          |                              |                                                                                                                                             |                                                  |
| Week 7                |                              |                                                                                                                                             |                                                  |
Career Assessment and Topic Description DUE |
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<td><strong>Week 8</strong></td>
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                      |                  | • Azriel Re’Shel and Mark Heley, “The Limits of Empathy,” *Uplift*, Last modified August 1, 2016.  
                      |                  | • All items Linked from LEARN.                                             | Quiz 6 on Week 8 Readings due by 9:30 am. |
| Thursday, March 7  | Forgiveness      | • “What is forgiveness?” “Why Practice It?” “How do I cultivate it?” *The Greater Good Science Center*, University of California, Berkeley, accessed 30 August 2017. All sections listed are linked from this link.  
                      |                  | • Fred Luskin, “Wanting ‘Yes’ and Getting ‘No,’” *Greater Good Science Center*, Youtube, last modified 18 August 2010.  
<pre><code>                  |                  | All Links also available from LEARN.                                      | Reflection F Empathy/Forgiveness due by 11:59 pm. |
</code></pre>
<p>| <strong>Week 9</strong>         |                  |                                                                          |                                                  |
| Tuesday March 12   | Reconciliation   | • No Reading                                                             | No Quiz                                          |
|                    | Presentations    |                                                                          |                                                  |
|                    | Peace            |                                                                          |                                                  |
| <strong>Week 10</strong>        |                  |                                                                          |                                                  |
| Tuesday, March 19  | Changemaking     | • Westley, Frances, Brenda Zimmerman, and Michael Quinn Patton. “Getting to Maybe,” in <em>Getting to Maybe: How the World is</em> | Quiz 7 on Week 10 Readings AND March              |</p>
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<tr>
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<td>Associate Professor, PACS</td>
<td>• Text. Lederach, Conflict Transformation, 34-47; 61-71.</td>
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<td>CPA Director and others</td>
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<td>Week 12</td>
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<td>Thursday, April 4</td>
<td>How is peace my business?</td>
<td>• Peace Image or Artwork Display and Discussion</td>
<td>An Image of Peace due in class; description online by 10:00 am.</td>
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<tr>
<td>Monday, April 8</td>
<td>NO CLASS</td>
<td></td>
<td>Final Career Assessment Report Due by 11:59 pm</td>
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