PACS 101
Peace is Everybody’s Business
Fall 2021

**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 (pronouns: she/her)
Conrad Grebel University College
e-mail: mary.lou.klassen@uwaterloo.ca
Twitter: @KlassenLou
+1-226-606-6950 (cell). *For emergencies. If you text me, please indicate your name at the beginning of the text as I will NOT add student contacts to my phone.*

**Course meeting time**
Mondays, 11:30 am – 12:50 pm (online or in-person)

**In-person location**
Conrad Grebel University College, Rm 1111.

*Note: The first two classes will be held online. The third class on September 27 will be the first time we meet in-person.)*

**Contact information**

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<tr>
<th>Who and Why</th>
<th>Contact Details</th>
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<tr>
<td>Instructor</td>
<td>Post your course-related questions to the Ask the Instructor discussion topic in LEARN. This allows other students to benefit from your question. Questions of a personal nature can be directed to me via email.</td>
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<td>• Course-related questions (e.g., course content,</td>
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<td>deadlines, assignments, etc.)</td>
<td>I will check email and the Ask the Instructor discussion* topic frequently and will make every effort to reply to your questions within 48 hours, Monday to Friday. When you email me, please begin the subject line with PACS 101 and then add a couple words about the topic of the message.</td>
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<td>• Questions of a personal nature</td>
<td>On Mondays, when we are not meeting in person, there may be some very important online lectures or discussions during our class period. These will clearly indicated.</td>
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<td>*Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above in LEARN.</td>
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<td>Technical Support</td>
<td><a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a></td>
</tr>
<tr>
<td>• Technical problems with Waterloo LEARN</td>
<td>Include your full name, WatIAM user ID, student number, and course name and number.</td>
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<td>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</td>
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<td>LEARN Help Student Documentation</td>
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<td>Student Resources</td>
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<td>While this link above describes information for online learning, since our course is a blended course, much of the information is still relevant to you.</td>
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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 a 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 encourage you to consider how all sectors of society contribute to peace.

Course Image and Metaphor

Prevent, Resolve, Contain

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

Figure 1: From William Ury, The Third Side, (Toronto: Penguin Books, 2000), 113. Catching Conflict Before it Escalates
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. Using the theory of *The Third Side* from which this model comes forms the basis for the application assignment.

**Stone Soup**

![Figure 2 Illustration from Forest and Gaber, Stone Soup](image)

Peacebuilding not only involves models like the one from *The Third Side* above, but the need to hear and tell stories. The folk tale, *Stone Soup*, tells how ingenious hungry strangers help 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.”

*Back to Personal Learning Reflections*

**Learning outcomes**

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

- Explain core concepts that undergird the study of peace and conflict
- Explain how our values and beliefs influence our understanding of peace
- Develop an academic skill by constructing an annotated bibliography of sources related to peace and a career
- Apply one model of peace to a career in a short academic paper that develops from an annotated bibliography

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• Practice the art of reflection and reflection on learning
• Meet Faculty and Staff from the Peace and Conflict Studies Department.

Evaluation

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<tr>
<th>Activities and Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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| Arts and Peace             | 5%     | Initial: Due Monday, September 20 at 9:00 am, but a bonus if submitted by Monday, September 13 at 9:00 am.  
                               |        | Final: Due Monday, December 6 at 9:00 am                                |
| Quizzes (2) (varying weights) | 5%     | Monday, September 27 at 9:00 am                                           |
| Personal Learning Reflections | 12%    | Mondays (as required) by 9:00 am                                          |
| Group Discussions (Three rounds) | 18%   | Mondays (when scheduled) at 9:00 am                                       |
| Career Assessment Assignments | 40%   | Two parts and two due dates, see below                                     |
| Course Reflection Assignment | 20%   | Monday, December 13 at 11:59 pm                                           |

Textbooks and Readings

Required Texts


*(Back to Weekly Activities)*

Other Required Readings

Available (through Course Reserves or posted on/linked from LEARN).

Please note that the citation style largely follows Chicago Style. However, for accessibility, the links that are normally added in full at the end of citations for internet-based articles are embedded in the text itself to make the syllabus accessible.


Fishman, T. N.d. The Fundamental Values of Academic Integrity. 2nd ed. Clemson, S.C.: International Center for Academic Integrity. Linked from LEARN.


Ury, William. “The Third Side.” Accessed September 7, 2021. The following pages from this website will be linked from LEARN:


(Back to Weekly Activities)
Booklook information

For your convenience, you can compile a list of required and optional course materials including both print and digital formats, through UWaterloo BookLook using your Quest userID and password. If you are having difficulties ordering online and need support, please contact the W Store by email wstore@lists.uwaterloo.ca, by local phone +1 519-888-4673 or by toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

You can also purchase e-versions of the texts online. Both Legge's, Are We Done Fighting, and Schirch's Strategic Peacebuilding are available through www.amazon.ca.

Note that e-versions of the two textbooks are also available through Course Reserves.

Course Reserves Information

Course Reserves can be accessed using the Library Resources widget on the Course Home page. If the link in LEARN does not work, you can login directly to course reserves with your UWaterloo userid and password.

Process through the course

Definition of a Course Week

Each semester week in this course runs from Monday to Monday at 11:30 am (class time). The first week is shorter, since classes begin on Wednesday, September 8, so Week 1 is from September 8 - 13. Reading week is also an exception where Week 5 (over Reading Week) runs from Monday, October 6 to Monday, October 18. Our class time is the end of the week.

Check-in regularly

It is imperative that you check the Course Announcements (accessed through the Announcement widget on LEARN PACS 101 home page) frequently. Announcements will update you on your progress through the course. They will link you to the week’s instructions and detailed course outlines for the week.

You will also need to check your @uwaterloo.ca email addresses for personal correspondence that I may send you. We cannot communicate officially through personal email addresses or other means.

While I will not necessarily make comments on each assignment or discussion post, please make sure to check the feedback sections of each assignment in case I have posted specific comments.
Weekly Activities

Each Tuesday by 9:00 am, the following week’s outline of activities will be available. It will detail the week’s readings to complete, videos to watch, and the assignments to complete. Assignments will include a reflective activity on the previous week’s learning using the Quiz format. Some weeks will also provide you with optional activities including other readings or videos. I will attempt to include due dates for upcoming relevant assignments, but it is wise to also check the syllabus as the final authority.

Each week will involve various activities and usually include the following components:

- Preparation required for the upcoming in-person or online class which will involve:
  - Assigned readings from the required texts, course reserves, or posted to/linked from LEARN.
  - Lecture videos or other video links to watch.
  - Discussion topics and instructions for the weekly personal reflection
  - Information for the Discussion group posts (when required)
- Additional assignments descriptions and other information about them according to the schedule.

The exception to above pattern will occur during Weeks 8-9 (weeks ending November 8 and 15) where you will focus on completing assignments related to your Career Assessment.

Assessment and Assignment details and instructions

General Instructions

Class Meetings (including alternatives due to possible Covid-19 restrictions)

Class time is on Mondays, 11:30 am – 12:50 pm. We will meet online or in-person with a few exceptions. Meeting format will be noted in the syllabus below (if known) as well as confirmed in the weekly announcements. We will meet online via Zoom (linked through LEARN) and in person at Conrad Grebel University College in Room 1111 (or what is called the Great Hall). Zoom classes will generally be recorded though often there will be break-out discussions so those will not be recorded. In-person classes will not be recorded.

If we are not able to hold class in-person due to a lockdown or other public health concerns, we will continue with our online Zoom class as described above.

If you cannot make it to class or need another accommodation due to required self-isolation because of exposure to COVID-19, please be in touch with me immediately. Since most of the course is outlined each week, you should be able to keep up on requirements. If you miss an in-person class, I will provide you with the essential materials from the missed class(es).
Citation Style

*Chicago Style, Author-Date* is the required style in this course. Peace and Conflict Studies draws from many disciplines that use different citation styles. While not a hard and fast rule, PACS courses generally encourage Chicago Style, Author-Date. You may also find assistance from the Writing and Communication Centre and their *Chicago Style Author-Date guide*.

Dropbox Submission Requirements

There will be three assignments you will complete and submit to a dropbox. All written submissions to the Dropbox must be in either MS Word or PDF documents only. 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 be a Title Page, even for shorter assignments. Use a spell checker with the awareness that English has many homonyms. Reread your work before you submit it.

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 you need an accommodation. I am usually amenable to accommodations IF I receive at least 24-hours’ notice of a late submission. If you are ill, please communicate as quickly as you are able. A medical note may be required for an accommodation.

Accessibility

Please note that if you require specific ongoing academic accommodations due to disability, please be in touch with the Accessibility office as soon as possible.

Assignment Details

Arts and Peace (5%)

*(Back to Evaluation)*

During the first and last week of the course you will engage with each other by submitting a piece of art that makes you think about peace or its lack. As we seek peace and try to understand conflict, it is often through stories, images, songs, theatre, film etc. that we communicate our deepest understandings. So often the meaning of peace cannot easily be put into words. To that end, the following assignments will book-end our course.

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1. **Initial image of peace**

Due finally by Monday, September 20 at 9:00 am. However, if you can upload an image before the first class, you will gain a bonus .5/2 on your grade. You will introduce yourself to the class on the class discussion board. In that post you will include some brief data about yourself and a link to an image, piece of art, piece of music, TV show, internet meme, poem, short or children’s story etc. that represents your feelings about peace, or its lack, at this moment. You will provide (or link to) the item along with a brief description (no more than 150 words) of its meaning to you. If you like, you may instead create a no more than 90 second (1.5 minute) video that you upload or link to, to explain the same content. Worth 2/5 or 2% of your final grade.

*Note: You must add a reference to your submitted item. The Chicago-Style, Author-Date sample guide provides you information about citing photographs or images including your own (see p. 4) and/or websites (see also p. 4).*

2. **Final image of peace**

Due no later than Monday, December 6 at 9:00 am. For the last class, you will submit a second piece that represents your understanding of peace as you leave the course. That post will include a brief reference to your initial post, and then a link to new image, piece of art, piece of music, TV show, internet meme, poem, short or children’s story etc. that represents your feelings about peace at the end of the course with a description of what may have changed (if it did). You will provide the item along with a brief description (no more than 300 words) of its meaning. If you like, you may instead create a no more than two-minute video that you upload to explain the same content. Worth 3/5 or 3% of your final grade.

*Note: You must add a reference to your submitted item. The Chicago-Style, Author-Date sample guide provides you information about citing photographs or images including your own (see p. 4) and/or websites (see also p. 4).*

**Quizzes (5% of overall grade) – due Monday, September 27 at 9:00 am**

*(Back to Evaluation)*

There will be two quizzes of varying weights in the course. These are designed to test your understanding of core concepts. While the quizzes are timed, you will have two chances to take the quiz; the highest grade is counted.

1. Quiz 1 will test your reading of the syllabus. It will be available from Tuesday, September 14 at 9:00 am and is due by Monday, September 27 at 9:00 am. However, you are encouraged to complete it by Monday, September 20. Worth 1/5 or 1% of your final grade.
2. Quiz 2 will be available from Tuesday, September 21 at 9:00 am to Monday, September 27 at 9:00 am. It will test your understanding of the required readings and lectures for Weeks 1 and 2. Worth 4/5 or 4% of your final grade. Due Monday, September 27.

Personal Learning Reflections (12% of overall grade; 7/9 highest grades count) – due by 9:00 am on Mondays.

(Back to Evaluation)

Following weeks 1-11 you will have a chance to write about your learning during the week and in-class. Submissions are set up as long-answer quiz responses. You will be given one or two questions each week as a prompt for your writing. The prompts may be generic, or more specific to the content of the week, or they may be a specific assigned task. You will be expected to submit one (1) reflection per week. Each written reflection will be no more than two (2) paragraphs (approximately 150-225 words). Longer reflections may be downgraded. (For an idea of length, you will find that the two paragraphs in the sections under, Course Image and Metaphor above, amount to about 206 words.)

While there are nine (9) opportunities to submit a reflection, seven (7) are required. In other words, the top seven will be averaged for your final reflections grade out of 10%. Nevertheless, you are encouraged to submit as many as possible. The reflections become a record of your learning to which you will refer at the end of the course for the final assignment. You can choose which reflections to submit, except during Week 3 where that reflection is required as it will indicate the choice of career you intend to research for the career assessment projects.

Reflections will be graded as 5/5, 2.5/5, 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 2.5/5 means that there is inadequate thought (e.g., only a couple of sentences) or it is clear you did not attend thoroughly to the week’s learning activities or were not present in an in-person class from where some reflection questions may come. No late reflections will be accepted.

Group Discussions (18% of overall grade) – due by 9:00 am on indicated Mondays.

(Back to Evaluation)

There will be three two-week periods where you will work in online groups of five - six (5-6) people. While these groups are formed at random during the early weeks of the course, for the first discussion, we may need to re-allocate some of you to other groups depending on how many students are in the course. Since discussions begin after Week 3, this may make little difference to you.

Discussion boards will be available for two weeks. You will submit an initial post on the topic indicated and then during the second week of the assignment availability you will respond to two of your classmates’ posts. Your initial discussion post where you respond to the question
posed should be 175-250 words and must be submitted by the following Monday at 9:00 am. Your response posts to two of the other members’ initial posts should be between 100 and 150 words. Response posts must be submitted by the Monday the discussion is due at 9:00 am.

**Career Assessment Report Assignments (40%)**

*(Back to Evaluation)*

*(Back to Weekly Activities)*

During weeks 7-9 you will focus on applying concepts from the course to researching a career and relating it to Ury’s *Third Side* model of peace. While you are encouraged to work on this assignment throughout the course, these weeks will be dedicated to your completion of this assignment. There will be no course-based reading assignments for Weeks 8 and 9 and no Reflections or other activities will be due for Week 9 and 10. It is expected that your reading will involve what you need to do for your career assessment assignments.

Another goal of these assignments is to help familiarize you with the technical requirements of citing sources as well as provide you experience with one tool (annotated bibliography) that may help you as you continue doing university level research.

The following is the list of assignments, and related requirements, set up to help you through the process. Further information and clarification will be provided on LEARN and during class time during Weeks 3 and/or 4.

1. **Submission of Career Topic**

   As part of the Week 3 reflection, you will submit one or two sentences that will describe your career topic. This will be graded as part of your Personal Learning Reflections due on Monday, September 27, at 9:00 am.

2. **Annotated Bibliography**

   By the end of Week 6 you will submit an annotated bibliography. An annotated bibliography gives you experience at developing a bibliography for research and adds two essential skills related to research: the ability to briefly summarize a source’s content that is relevant to your topic; and to evaluate its quality. For this assignment you will submit eight (8) sources you intend to use in your final report. This list can include credible websites or trade publications. The list must include five (5) academic sources (journal article, book, research reports that are found through the [University of Waterloo library site](https://library.uwaterloo.ca), or other academic search engines like [Google Scholar](https://scholar.google.com)). The five (5) academic sources must be annotated. There will be videos and links provided about how to put together an annotated bibliography to help you complete this assignment. This assignment will be submitted to a dropbox. Due Monday, October 25 at 9:00 am. Worth 15/40 or 15% of the final grade.

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3. **Career Assessment Report**

This is a Research Report of 5-6 pages (1,250 – 1,500 words). 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.) Worth 25/40 or 25% of the final grade.

*Note: In keeping with our reflection on how academic integrity supports peace, this assignment will not be filtered through Turnitin®, the tool sometimes used to filter for plagiarism. Instead, you will include a scanned, signed statement with your paper indicating that you have followed the principles of academic integrity to complete your paper. The wording for this statement will be provided on LEARN.*

The body of the project should include the following:

- A thesis about how and/or what aspects of *The Third Side* model applies to the career you chose to research
- The introduction should include 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.
- An argument that defends your thesis about how Ury’s Ten Roles of the Third Side applies to your career. This section would also include an argument about whether the career is largely a prevent, resolve, or containing activity with respect to conflict.
- Your argument might document and describe the impact of this career on society. For example, you might write about what society would 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 concerned about peace.
- While you will focus on the key parts of Ury’s model that apply to your career, you must also briefly explain why all the other aspects of the model do not apply to your career.
- Your conclusion should summarize your argument and explain why your paper proves your thesis.
- The Bibliography for your final paper should include all sources referenced in your paper. (There may be some change in the list between your annotated bibliography and this final submission.) The final Bibliography must still include at least five (5) 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. Due Monday, November 15 at 9:00 am.
Course Reflection Assignment— (20% of final grade) due Friday, December 10 at 11:59 pm.

*(Back to Evaluation)*

Instead of a final exam, this assignment will ask you to refer to various elements in the course and describe what remains salient from the course. For example, you may be asked to re-visit some of your reflections, discussion posts, or review readings or video elements to put together what you are taking away from the course in a coherent way. Final instructions will be provided closer to the end of the course.

**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](mailto: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.

**Official University of Waterloo Policies and Information**

**University Policies**

**Academic integrity:** To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check the Office of Academic Integrity](#) for more information.

**Grievance:** A student who believes that a decision affecting some aspect of their 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.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their 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
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.

**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 they have a ground for an appeal should refer to Policy 72, Student Appeals.

**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.

**Coronavirus Information**

Keep up to date on the latest Waterloo information about protocols related to the Covid-19 pandemic.

**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**

*Due to COVID-19 and campus closures, services are available only online or by phone.*

Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655

**MATES:** one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

**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.

**Religious holidays to be accommodated if requested**

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

**Chosen/Preferred First Name**

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into WatIAM.

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit Updating Personal Information.

**Important notes**

If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.

If you don’t provide a chosen/preferred name, your legal first name will continue to be used.
## Course Schedule

The following course schedule outlines the weekly themes and assignments. Details on readings, videos, or other course materials will be posted on LEARN. Please note that there may be changes from time to time to reflect the actual pace of the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due by the end of the week on day of class at 9:00 am</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Sept. 8-13</td>
<td>Text: Legge, <em>Are We Done Fighting</em>, Introductory material, and Ch. 1, pp. ix – 9.</td>
<td>Submit an Image of Peace. If submitted prior to class on Monday, September 13, a bonus of .5 will be applied to your grade.</td>
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<td></td>
<td>Introduction to the course including syllabus review</td>
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<td></td>
<td>Self-Introductions and Arts and Peace</td>
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<td></td>
<td><strong>Online</strong></td>
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<td><strong>Week 2</strong></td>
<td>Sept. 14-20</td>
<td>Text: Schirch, <em>Strategic Peacebuilding</em>, 5-20</td>
<td>Personal Reflection Week 2 Post on Initial Image of Peace if not already submitted Quiz on Syllabus (due Sept. 27)</td>
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<tr>
<td></td>
<td>Values, basic concepts and definitions in peace and conflict studies &amp; Reflection on Democracy</td>
<td><strong>Course Reserves:</strong> Reimer et al, “Introduction,” from <em>Transformative Change</em>, pp 1-16. (Course Reserves) &amp; Barash and Webel, “Movements Toward Democracy,” pp 577 – 601. (Focus particularly on 577-581; 587-588 (A Complex Legacy); 591 – 600 (Democracies and Wars).</td>
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<td><strong>Online</strong></td>
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<td><em>Events of Interest: Canadian Election (September 20) and International Day of Peace (September 21)</em></td>
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<td><strong>Week 3</strong></td>
<td>Sept. 21-27</td>
<td><strong>Course Reserves:</strong> Kayanesenh, <em>Great Law of Peace, pp ix-22.</em></td>
<td>Personal Reflection Week 3</td>
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<td>Law and Human Rights: Indigenous and Western</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments Due by the end of the week on day of class at 9:00 am</td>
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<td><strong>Week 5</strong></td>
<td>Reconciliation</td>
<td><strong>Course Reserves</strong>: Lederach, “Reconciliation,” in <em>Building Peace</em>, Ch. 3</td>
<td>Personal Reflection Week 5</td>
</tr>
<tr>
<td>Oct. 5-18</td>
<td>In-person</td>
<td>Saikia and Haines, “Conclusion,” in <em>People’s Peace</em>, pp 268-285</td>
<td>Initial Discussion Post for Weeks 5-6</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Power</td>
<td><strong>Text</strong>: Legge, <em>Are We Done Fighting</em>, Chs. 3-5, 23-49.</td>
<td>Personal Reflection Week 6</td>
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<tr>
<td>Oct. 19-25</td>
<td>Online, possibly asynchronous</td>
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<td>Response Discussion Posts for Weeks 5-6</td>
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<td>Annotated Bibliography Due</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Communication Skills</td>
<td><strong>Text</strong>: Legge, <em>Are We Done Fighting</em>, Chs. 6-9, 53-112.</td>
<td>Personal Reflection Week 7</td>
</tr>
<tr>
<td>Oct. 26 –</td>
<td>In-person</td>
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<td>Guest: Ndagire Brendah, PACS Undergraduate Officer</td>
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<td>Nov. 1</td>
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<td><strong>Week 8</strong></td>
<td>Career Research</td>
<td></td>
<td>Personal Reflection Week 8</td>
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<tr>
<td>Nov. 2-8</td>
<td>No Class;</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Career Research Discussion</td>
<td></td>
<td>Career Assessment Report Due</td>
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<tr>
<td>Nov. 9-15</td>
<td>In-person</td>
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<tr>
<td>Nov. 16-22</td>
<td>In-person</td>
<td>Schirch, <em>Strategic Peacebuilding</em>, Chs. 6-8, pp 25-44.</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments Due by the end of the week on day of class at 9:00 am</td>
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<td><strong>Week 11</strong></td>
<td>Social Structures and Peacebuilding</td>
<td><strong>Texts</strong>: Legge, <em>Are We Done Fighting</em>, Chs. 19-20, 215-233</td>
<td>Personal Reflection Week 11 Response Discussion Posts for Week 10-11</td>
</tr>
<tr>
<td>Nov. 23-29</td>
<td><strong>In-person</strong></td>
<td>Schirch, <em>Strategic Peacebuilding</em>, Chs. 9-11, pp 45-62.</td>
<td></td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Is/How is peace my business?</td>
<td><strong>Text</strong>: Legge, <em>Are We Done Fighting</em>, Ch. 24 and Appendix 1, pp 261-268</td>
<td>Personal Reflection Week 12 Arts and Peace: Final Image due prior to class.</td>
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<tr>
<td>Exam period</td>
<td><strong>Text</strong></td>
<td></td>
<td>Course Reflection Assignment due Friday, December 10 at 11:59 pm.</td>
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</table>

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