PACS 201: Roots of Conflict, Violence, and Peace

Fall 2016
Tuesdays and Thursdays, 4:00 p.m. – 5:20 p.m.
CGR 1111

Instructor: Nathan C. Funk
Office: CGUC, Room 2126
Office Hours: Wednesday and Thursday 1:30-2:30 p.m., and by appointment
Phone: (519) 885-0220, ext. 24295
Email: nfunk@uwaterloo.ca

Course Description
This course is the first of three introductory core courses in the Peace and Conflict Studies Program at the University of Waterloo.* Among the questions we will explore in this course are the following:

- **What do we mean when we speak of “peace,” “conflict,” and “violence”?** Are there different kinds of violence? Is peace simply an absence of direct violence, or is it something more than that? What is the relationship between peace and justice?
- **What are some of the different schools of thought to consider when analyzing sources of conflict between individuals, groups, and states?** Why do analysts often disagree about sources of conflict and violence? What are the implications of these disagreements for policymaking and peace advocacy?
- **How do our understandings of conflict, violence, and peace relate to our understanding of power?** Does power necessarily presuppose coercion and the threat of violence? What forms of power and influence are available to those who seek to refrain from or prevent violence?

Course Objectives
- To introduce a range of issues that fall under the general heading of “Peace and Conflict Studies”;
- To expose students to influential “paradigms” for understanding and dealing with conflict;
- To encourage application of concepts from the course to contemporary situations of peace and conflict;
- To provide a basis for evaluating strengths and weaknesses of various theories of peace and conflict; and
- To enable students to identify and describe diverse approaches to the promotion of peaceful change.

* The second of the three courses, PACS 202 (Conflict Resolution), delves more deeply into practical methods for resolving and controlling interpersonal, intergroup, and international conflicts. The third course, PACS 203 (History of Peace Movements), surveys individuals and groups that have created popular movements for peace globally and locally throughout history. Like PACS 202, PACS 201 may be taken for Global Experience Certificate (GEC) credit.
1) **10% Attendance and Participation:** Ten percent of your final grade will be based on your attendance and participation in class activities, primarily as reflected in your completion of short assignments that will be marked on a “pass”/“fail” (0/100) basis. **Simply being present** in class is the surest guarantee of a satisfactory participation grade, but the instructor reserves the right to administer one or more graded pop quizzes on the readings if the overall level of preparation in class appears unsatisfactory.

2) **10% “Journey through Conflict” Essay:** At the beginning of the term you will write a short, 600-800 word (12-point font, 1-inch margins, approximately 2-3 pages, in Word or rich text format) reflective essay entitled, “A Journey through Conflict.” In this essay (due in the Desire2Learn dropbox by 11:59 p.m. on Thursday, September 29), you will be expected to present the following:

- an account of how large-scale social or political conflict (conflict involving large numbers of people, with origins that are located outside your own family unit) has impacted past or present generations of your own family;
- connections to course concepts from the first two or three weeks of class (for example, different types of peace, violence, and conflict), used to analyze the types of conflict your family witnessed and to make sense of the overall experience;
- a statement about the lessons you derive from this experience concerning the “roots” of conflict, violence, and peace.

Grading of this essay will give particular weight to thoughtfulness and willingness to engage in genuine reflection on experiences that have influenced the way you and members of your family (past or present generations) understand conflict and peace. While you are expected to make references to relevant course readings and lecture material as you present your own ideas (using footnotes or citations where needed), the overriding purpose of this essay is to encourage you to think deeply about stories and experiences that are integral to your family history and perhaps even to your own sense of identity.

Many different types of conflict experiences could provide worthwhile material, and you are expected to do some basic research (e.g., interviewing parents, grandparents, or relatives) before writing. You may find it helpful to ask yourself the following questions as you prepare yourself for the assignment: What kinds of conflict have impacted recent generations of my family? Are there any family stories about war, severe economic hardship, forced migration, or persecution? Which members of my family are keepers of these stories, people whom I might interview for a richer understanding? What aspects of their stories speak in some way to course topics, and can be related to major concepts? How do these experiences influence the way I am personally inclined to view conflicts in the world today? Do they provide me with any special insights about what kinds of conflict matter most, or about what is required for peace?

A key goal of this assignment is to help you begin to build a bridge between personally meaningful experiences and various types of conflict that are ongoing in the world today. If your own understanding of past events is limited, by all means please do some investigative work with members of your own family to learn more. What you learn and write can help you develop a basis for active engagement with course themes during the rest of the term. Because you will be talking about matters that are part of your own family’s experience, use of first-person voice is expected.

A rubric for this essay will be provided in class and posted in Learn. As you write, **check the rubric** to make sure you are covering all the required elements of the paper.
3) **25% Analytical Essay:** Twenty-five percent of your grade will be based on an analytical essay due on Friday, November 18 at 11:59 p.m. in the Desire2Learn dropbox. This essay should provide 5-6 double-spaced pages (12-point font and 1-inch margins, in Word or rich text format) in response to one of a number of possible topics connected to course readings and lectures.

Your essay should include the following components:
- a clear and topical **response** to the chosen question and the relevant readings;
- an application of relevant **analytical concepts** presented in readings and course lectures (note: if there are many different concepts that relate in some way to the topic in question, selectively identify what you consider to be the most crucial issues while being sure to anticipate some possible counterarguments);
- **evaluative commentary** concerning the strengths and weaknesses of key ideas, concepts, and contentions that have a direct bearing on your topic. (Note: Please direct your comments to substantive aspects of the readings in question – not style. Ask yourself: Which arguments are persuasive, original, or thought-provoking? Which arguments were less convincing, complete, or compelling, and how would you correct, extend, or strengthen them?)

For further advice, see the Learn page entitled, “Ten Tips for Effective Analytical Writing in PACS 201.” Please note that faxed papers cannot be accepted. In the event that Desire2Learn is unavailable, you should email your essay directly to your marker by the deadline. Choices and further guidelines for the analytical essay will be posted in Desire2Learn and in course lecture outlines.

4) **5% Enrichment Activity:** You are required to participate in one educational activity related to PACS and to write a short report on that activity for credit. This does not need to be a report on a lecture or event sponsored by the PACS program or by Conrad Grebel University College. Please feel free to seek out other UW events, community presentations, special conferences, and public lectures at neighbouring universities. If you would like to receive notice of potentially relevant campus and community events, you are welcome to sign up for the PACS Bi-weekly Newsletter by sending an email to pacsasst@uwaterloo.ca. You may also find relevant events by checking the listings provided by WPIRG (http://wpirg.org/) or other campus organizations.

It is your responsibility to proactively identify and attend a relevant extracurricular event and to upload a written report to the online **dropbox** in Desire2Learn no later than 11:59 p.m. on **Friday, November 25**. Please note that lectures (including guest lectures) presented in your other UW classes are not appropriate for this assignment. If you are uncertain about the appropriateness of an event you are considering, please consult with the instructor.

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

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

Although the report is due late in the term, most students find it helpful to complete their write-up no more than 2-3 weeks after attending an event, while the experience is still fresh. Enrichment Activity Reports will be marked at the end of the term; early submissions will be graded together with submissions that arrive later.

This is intended to be a straightforward exercise in which you will demonstrate your ability to make connections between course themes and contemporary issues in Canada and the larger world. If you satisfactorily cover the key requirements of the exercise, provide sufficient evidence of attentive presence at the event in question, and compose your report in a clear and easy-to-read manner, you stand a good chance of receiving full credit (5/5 possible points).

5) 20% Midterm Test: Halfway through the term (on Thursday, October 20) there will be a midterm test. This “closed book” (no aids) test will consist primarily of multiple-choice, fill-in-the-blank (with word bank), and/or short answer questions.

6) 30% Final Exam: The semester will conclude with an integrative final examination, consisting of short-answer and essay questions as well as multiple-choice and fill-in-the-blank questions. This exam is “closed book” (no aids), and will cover all course material – lectures, readings, class discussions, and videos. It will take place during the exam period, at a time chosen by the UW Registrar. Your registration in this course signals your commitment to take the exam whenever it is scheduled during the designated exam period. Do not prepurchase air tickets home until the exam date has been announced.

Late Policy for Written Work

Students who contact Prof. Funk or their designated marker well in advance of a due date to inform them about realistic complications that will postpone completion of a paper usually receive favourable consideration.

Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to papers that arrive late without prior clearance. Here are our standard deductions for late work:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- 15 days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit a paper. Up until final exam time we go by the motto, “Late is better than never.” We recognize that life can be complicated and are willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

PACS Research Support

The library has created a subject guide to help you carry out peace-related research. You can access this guide at http://subjectguides.uwaterloo.ca/pacs. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, 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.
Required Readings

The following texts are required, and will be used on a weekly basis.


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

The Roche text can be purchased at the Campus Bookstore. The Course Packet will be available for purchase at FedEx Kinko’s, 170 University Avenue West, in the University Shops Plaza. Please check Prof. Funk’s postings in Learn for more details before visiting the FedEx store to acquire the Course Packet. Course packet readings will also be made available through LEARN (see below), but most students find it easier to work from a bound, hard copy.

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

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.

Desire2Learn (D2L or LEARN) Learning Management System

Important course announcements will appear from time to time in the Desire2Learn (LEARN) learning management system. To access these announcements and make use of additional course resources posted in LEARN, go to https://learn.uwaterloo.ca. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp@uwaterloo.ca. After you have successfully logged in, click on the PACS 201 link in the yellow “Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

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.
**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](#) and the [Arts 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. 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](#).

**Appropriate Use of Laptops (and Other Gadgets)**

Laptops, iPads, smartphones, and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, answer Top Hat participation questions in class, maintain a portable workstation, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging.

Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow [basic rules of electronic etiquette](#) in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. All students are expected to comply with a simple principle: *if it might distract someone sitting beside you or near you, don’t do it.*

Further details concerning the PACS 201 policy on laptops and other gadgets will be discussed on the first day of class.

**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.
**Additional Considerations**

- In academics as in life more generally, what we get from an experience depends on what we put into it. **Preparation** for class (completing reading and writing assignments on time, tracking world events) is the basis for effective learning.
- When we come to class prepared to participate and pose questions, we transform the classroom environment, making active and **collaborative learning** possible. We discover that learning is a communal rather than a solitary endeavour, and that each one of us is a resource for everyone else in the learning process.
- Collaborative learning requires not only preparation and self-expression, but also a commitment to **active listening**. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness **behind** them. When we practise active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.
- The subject matter covered by Peace and Conflict Studies courses is inevitably open to **multiple interpretations**. It is likely that you will not always agree with ideas presented in course readings, lectures, and discussions. This is a good thing, so long as you use disagreement as an opportunity to test and clarify your own ideas, and to develop an enhanced capacity to express where you stand in relation to others. What matters is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.

**Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 29:</td>
<td>Due date for Reflective Essay</td>
</tr>
<tr>
<td>October 20:</td>
<td>Midterm Test</td>
</tr>
<tr>
<td>November 18:</td>
<td>Due date for Analytical Essay</td>
</tr>
<tr>
<td>November 25:</td>
<td>Due date for Enrichment Report</td>
</tr>
<tr>
<td>TBA:</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Source: [http://commons.wikimedia.org/wiki/Zenaida_macroura](http://commons.wikimedia.org/wiki/Zenaida_macroura)
Course Schedule

PART I: INTRODUCTION

KEY: Required readings available through the Course Packet and Learn are preceded by an asterisk (*). Required online readings or videos are preceded by an angle bracket (>). Please keep up with assigned content on a weekly basis.

FIRST MEETING (Sept. 8): Introduction

WEEK ONE (Sept. 13 and 15): Conflict, Violence, and Peace
What issues does the field of Peace and Conflict Studies seek to address? How shall we define terms like “conflict,” “violence,” and “peace”? What are some of the major schools of thought within Peace and Conflict Studies?

Assignment for Tuesday:

Assignment for Thursday:

WEEK TWO (Sept. 20 and 22): Mapping and Analyzing Conflict
What are some major patterns of conflict and violence in the world today? Does human nature predispose us to destructive conflict, or can human beings consciously choose more peaceful ways of living? How can social conditions and identities give rise to conflict – or to peace?

Assignment for Tuesday:
• >Project Ploughshares. Study the following online content:
  o 1) “Armed Conflicts Report,” http://ploughshares.ca/programs/armed-conflict/armed-conflicts-report/ (click on the map, and examine);
  o 3) “Defining Armed Conflict,” http://www.ploughshares.ca/content/defining-armed-conflict;

Assignment for Thursday:

Source: http://www.comminit.com/ci-ebola/content/problem-tree
WEEK THREE (Sept. 27 and 29): Problems of Power Politics
What have representatives of traditional “power politics” or “realist” thinking said about the role of the state and military deterrence in containing violence and establishing peace? Why have they held these beliefs? What are some reasons scholars in the PACS field are dissatisfied with “power politics” approaches to peace?

Assignment for Tuesday:
• >Watch the following clips on UBC Prof. Allen Sens’ YouTube channel (https://www.youtube.com/user/allensens): “The State,” “Balance of Power,” “Nuclear Deterrence.”
• >Watch Phil Cook’s short YouTube clip on “The Security Dilemma: Explained in Everyday Life”: https://www.youtube.com/watch?v=805hneZ8SiY.

Assignment for Thursday:

Upload Reflective Essay by 11:59 p.m. on Thursday, September 29.

PART II: WORLD ORDER:
PEACE THROUGH HUMANE GLOBAL GOVERNANCE

WEEK FOUR (Oct. 4 and 6): Conflict, Violence, and Peace as Governance Issues
Can strengthened adherence to international rules and norms help to advance peace? What is the role of the United Nations in peace issues? How can people and states work together to reduce structural violence and provide “global public goods”?

Assignment for Tuesday:
• >Watch the following clip on the Allen Sens YouTube channel (https://www.youtube.com/user/allensens): “Interdependence.”

Assignment for Thursday:
• >Watch the following clips on the PeaceVoiceTV Youtube channel (https://www.youtube.com/user/PeaceVoiceTV/videos): “The Causes of War and Conditions of Peace” (David Cortright) and “What Is Effective Governance for Peace?” (David Cortright).
WEEK FIVE (Oct. 13): Building Global Consensus and Effective Cooperation

What are some leading challenges for global peace and security in the 21st century? What might a participatory and consensus-seeking global governance process look like, and how might it support widely shared aspirations toward security, justice, economic well-being, and environmental sustainability?

Assignment for Thursday:

WEEK SIX (Oct. 18 and 20): World Order Paradigm Wrap-up and *Midterm Test*

Assignment for Tuesday, Oct. 18:
- >Watch the following clips on the PeaceVoiceTV Youtube channel (https://www.youtube.com/user/PeaceVoiceTV/videos): “Ellie Perkins on Governing the Global Commons” and “What Is Sustainable Peace?” (Jody Williams).

*Take Midterm Test on Thursday, October 20, in our regular classroom.*

When you think of all the conflicts we have -- whether those conflicts are local, whether they are regional or global -- these conflicts are often over the management, the distribution of resources. If these resources are very valuable, if these resources are scarce, if these resources are degraded, there is going to be competition.

In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy and peace.

I am working to make sure we don’t only protect the environment, we also improve governance.

-Wangari Maathai (1940-2011)
Part III: CONFLICT RESOLUTION:
PEACE THROUGH COMMUNICATION

WEEK SEVEN (Oct. 25 and 27): Conflict as a Dynamic Process
What contributions can the field of conflict resolution make to our understanding of contemporary conflicts between groups of people and nations? To what extent are conflicts between groups similar to conflicts among individuals? What role do psychological and cultural factors play in conflict escalation processes?

Assignment for Tuesday:

Assignment for Thursday:

WEEK EIGHT (Nov. 1 and 3): A Relational Approach to Peace
What must happen within and between groups involved in destructive conflict if they are to move toward an improved relationship? What role can forgiveness and reconciliation play in large-scale social conflicts? How can third-party intervention and effective communication increase prospects for peace?

Assignment for Tuesday:

Assignment for Thursday:

In negotiations we are, as in the process of forgiveness, seeking to give all the chance to begin again.

-Desmond Tutu

PART IV: NONVIOLENCE: PEACE THROUGH WILLPOWER

WEEK NINE (Nov. 8 and 10): Nonviolent Action as an Alternative to Violence
How can individuals and groups confront power imbalances, serious injustices, and formidable adversaries without resorting to violence? How have some movements sought to promote peaceful change amidst inhospitable circumstances?

Assignment for Tuesday:

Assignment for Thursday:

WEEK TEN (Nov. 15 and 17): Nonviolence as a Source of Lasting Change
How does nonviolence work? What can nonviolent social movements achieve, and on what basis should we evaluate them? Can nonviolent movements change social values?

Assignment for Tuesday:

Assignment for Thursday:

Upload Analytical Essay by 11:59 p.m. on Friday, November 18.

Nonviolence is peace and democracy in action.
- Diana Francis

Transcending violence is forged by the capacity to generate, mobilize, and build the moral imagination.
- John Paul Lederach

Source: http://webzoom.freewebs.com/elizpoetry/peace%20dove%201.jpg
PART V: TRANSFORMATION:
PEACE THROUGH LEARNING AND MORAL DEVELOPMENT

WEEK ELEVEN (Nov. 22 and 24): Peaceful Behaviour as Learned Behaviour
What are the implications of viewing violence and war as cultural institutions? Can peace be learned? What role can the arts and spirituality play in peacebuilding? How do changes in the lives and priorities of individuals contribute to peace?

Assignment for Tuesday:

Assignment for Thursday:

Upload Enrichment Report by 11:59 p.m. on Friday, November 25 (earlier submissions welcome at any time during the term).

WEEK TWELVE (Nov. 29 and Dec. 1): Leadership for Peace
How can peacemakers create spaces in which former adversaries become partners for change? What are the roles of “vision,” hope, and moral courage in shaping a more peaceful future? What is your vision?

Assignment for Tuesday:

Assignment for Thursday:

Final Examination: date to be announced

There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they grow up in peace.

-Kofi Annan


The whole world needs the whole world.
-Howard Bliss

Peace is not something you wish for. It’s something you make, something you do, something you are, and something you give away.
-Robert Fulghum