Peace and Conflict Studies 201
Roots of Conflict, Violence and Peace
Conrad Grebel University College
University of Waterloo
Fall 2017
Location: Great Hall
Time: Mondays and Wednesdays, 10:00 – 11:20am

Instructor: Adam Malloy
Email Address: amalloy@uwaterloo.ca
Office Location: Great Hall
Office Hours: Mondays, 11:30am-1:30pm

Contact Policy: I am happy to assist you in whatever capacity I can. Try to visit me during my office hours. If this is not possible for you, please do email me, and we will try to find a mutually convenient time.

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 six miles on each side of the Grand River.

Course Description:
This course will introduce students from a variety of backgrounds to the study of conflict, violence and peace. It is the first of three introductory core courses in the Peace and Conflict Studies Program at the University of Waterloo.* It draws from the disciplines of Biology, Psychology, History, Philosophy, Sociology, Anthropology, Political Science, Economics, Geography, and Religious Studies, and takes into consideration the perspectives of Gender, Indigeneity, Sustainability and Justice. As such, the course’s cross-disciplinary nature reflects the complexity that characterizes the challenges inherent to the resolution and transformation of conflict, and our work towards justice and peace.

Among the questions we will explore in this course are:

- 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?

* 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.
• 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?

Prerequisite: None

Course Objectives:
1. Investigate in a preliminary way several issues of concern to scholars and practitioners in the field of Peace and Conflict Studies.
2. Hone conflict analysis skills by applying course concepts to contemporary situations of peace and conflict.
3. Intelligibly evaluate the strengths and weaknesses of various theories and methods pertaining to peace and conflict.
4. Develop academic writing and research aptitude.
5. Learn about the advantages and disadvantages of interdisciplinarity in research.

Course Requirements:
In order to address these learning objectives, I have organized the course in such a way that it requires students to engage attentively and intentionally with the learning materials. Through a series written reflections, experiential learning opportunities, research, and a cumulative exam, students will develop their critical and analytical skills, while examining their own place in the complex and interdependent world of peacebuilding.

Course Expectations:
Gender Neutral Language

Before discussing course components and learning materials, a note about the importance of the language we use. You may notice that some of our readings contain gendered language that would be considered inappropriate by today’s intellectual norms. I request that you use gender-neutral language except where you are referring to a specific gender. “He” and “His” and “Man” and “mankind” are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that man=human.

It is important to get into the habit of using gender-neutral language for at least two reasons:

1. Clarity of Expression: When you write or say ‘man’ or some other masculine/generic term, readers should be confident that you are talking about a man, and not about men in general, women, boys, girls, humanity, etc. The way to avoid misunderstandings is to use terms literally and precisely. If you mean all humans, then say ‘humans’ or ‘humanity’ or ‘humankind’ or ‘people’ and so on.

2. Empowerment: Each time we use a masculine word as a generic term, we perpetuate the conception that male norms, male experiences, male perceptions, and male
perspectives are societal norms and experiences. We imply that female norms, experiences, perceptions and perspectives are marginal and abnormal. Such usage disempowers females and reproduces male domination/female subordination (Patriarchy). By using gender-neutral language, we can challenge patriarchy, empower females, and increase our sensitivity to our own unintentional sexism. Gender-neutral expression is not just a matter of style; it is also a matter of politics and research ethics.

Course Requirements and Evaluation Criteria:

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<thead>
<tr>
<th>Course Component</th>
<th>Due Date</th>
<th>Weight</th>
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<tr>
<td>1 Critical Comprehension Papers (3 in total)</td>
<td>Sept 13 through Nov 6</td>
<td>3x10=30%</td>
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<tr>
<td>2A OR 2B Personal Reflection: A Journey through Conflict OR Community Engagement</td>
<td>Friday, September 29</td>
<td>10%</td>
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<td></td>
<td>Friday, November 24</td>
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<tr>
<td>3 Conflict Analysis</td>
<td>Friday, November 17</td>
<td>30%</td>
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<td>4 Final Exam</td>
<td>TBD: During exam period</td>
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1) Critical Comprehension Papers (3 short papers, 10% each, total 30%):

Using all of the assigned readings for a particular week, compose a short response paper and submit it to the professor in hardcopy at the beginning of that week’s Monday class. You are required to submit three of these short papers over the first eight weeks for which readings are assigned. The purpose of this exercise is, first, to enable your informed participation in classroom discussions; and, second, to get in the habit of thinking carefully and critically about the sources you engage with. You may choose any three weeks up to and including Week 9 (this week’s paper would be due on Monday Nov. 6). Should you choose to submit a paper for the first week’s readings, it will be due at the beginning of class on Wednesday, September 13. NOTE: The option to submit a paper on Wednesday applies only to the first week of class.

Totaling 2-3 pages in length (approx. 600-800 words, 12-point font, 1-inch margins, in Word or rich text format), each of these short papers must contain the following components:

1. Provide a summary statement (two or three sentences maximum) which integrates or contrasts the essence of each reading. This statement should be written in your own words as far as possible.

2. Identify and define some of the key terms or concepts that the authors use.

3. Identify three or four issues or questions in the readings that arise for you, and which merit some discussion. Provide some of your own insight on why these issues are important to the study of violence, conflict, and/or peace. What do you find most compelling about the authors’ arguments? What aspects of their arguments do you find problematic or unconvincing? Why?
Each of these three short papers is worth 10% of your final grade. Combined, they amount to 30% of your final grade. Should you choose to submit more than three weekly papers, your final grade will be calculated based on the sum of your three highest scores. Papers submitted after the start of that week's Monday class will not be graded.

2) A. Personal Reflection: “A Journey through Conflict” (10%)
   OR
   B. Community Engagement Report (10%)

You may choose to do either of these two assignments. Both require similar amounts of research and writing, and both are worth 10% of your final grade. Note that 2A is due early in the term, while 2B is due late in the term.

2A. Personal Reflection: “A Journey through Conflict” (10%)

Within the first few weeks of the course, you will write a short reflective essay entitled, “A Journey through Conflict,” in which you tell a story of your own personal connection to conflict. This essay should be short, 600-800 words (12-point font, 1-inch margins, approximately 2-3 pages, in Word or rich text format). It is due in the Desire2Learn dropbox by 11:59 p.m. on Friday, September 29.

Essays must contain the following elements:

1. 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;

2. 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;

3. 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.

*Please be mindful of your topic choice, and avoid causing harm to yourself and/or your relatives. If recalling an event from one’s personal history may trigger traumatic memories that you feel ill-prepared to manage, choose a different topic.

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.

**2.B. Community Engagement Report (10%):**

You are required to participate in, and then report on, one educational activity related to a contemporary issue in the study of peace and/or conflict. This can be a UW event, a community presentation, a public lecture at UW or WLU, a workshop, a special conference, a social justice rally or vigil, or a similar event. It does don’t need to be a lecture or event sponsored by the PACS program or by Conrad Grebel University College. 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 24.

Please note that lectures (including guest lectures) presented in your other UW classes are not acceptable 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 short “Community Engagement Report” (600-800 words, 12-point font, 1-inch margins, approximately 2-3 pages, in Word or rich text format). 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:

1. Event Details:
   Provide information about the title, speaker(s), date, sponsor, and venue.
2. Analytical Summary:
   Describe the overall purpose and substantive content of the event (at least one complete paragraph).

3. Relation to Class:
   Tell how the topics discussed at the event relate to key themes of PACS 201 (at least one complete paragraph).

4. Evaluation:
   Provide your own evaluation of the event’s value and significance (at least two paragraphs). How did your participation in this event contribute to a culture of peace? What was your personal response to the event? Of the ideas presented, which did you find to be particularly insightful or problematic? What can students of conflict and peacemaking learn from the event? Make explicit connections to course concepts.

Although the report is due late in the term, I advise you to pay attention to current events on campus and in the community from early on in the term, so that you will have plenty of events to choose from. I also advise you to write your report soon after the event, while it is still fresh in your memory. You may submit this report any time before November 24, but it will not be graded until the end of the term.

3) Conflict Analysis (30%):

Apply one of the analytical frameworks covered in class (such as the gendered impacts of conflict, feminist or indigenous perspectives on peace, structural or cultural violence, reparation politics, conflict transformation, etc.) to a contemporary conflict in the world today. This assignment requires you to conduct research into the nature of the conflict, its root causes, its stakeholders, and its dynamics, using sources external to the course. These must include at least two peer-reviewed scholarly sources, two news media sources, and two institutional sources, such as publications from government bodies, non-governmental organizations, or international organizations. Having sufficiently “diagnosed” the conflict, you will then offer recommendations for peacebuilding, which flow logically from the analysis you have provided. This assignment is expected to be approximately 1200-1500 words. Double spaced, with 12-point font and 1-inch margins, Word or rich text format, this should be about 4-6 pages in length. It is due on Friday, November 17 at 11:59 p.m. in the Desire2Learn dropbox.

The following questions can help guide your analysis:

On the nature of the conflict:
1. What is the political, economic, and socio-cultural context?
2. Is there a history of conflict?

On its causes:
1. What are the structural causes of conflict?
2. Can you identify different forms of violence (structural, secondary) in the conflict?
3. What triggers conflict episodes, and what could contribute to conflict escalation?
4. What new factors contribute to prolonging conflict dynamics?
On its stakeholders:
1. Who are the main actors?
2. What are their interests, goals, positions, capacities and relationships?
3. What capacities for peace can be identified?
4. What actors can be identified as spoilers? Why? Are they inadvertent or intentional spoilers?

On the conflict’s dynamics:
1. What are current conflict trends?
2. What are windows of opportunity?
3. What factors can contribute to peace?

4) Final Exam (30%): 

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 pre-purchase air tickets home until the exam date has been announced.

Late Policy for Written Work:
Students who contact the professor 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.
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.

Accommodation for Students with Learning Differences:
The AccessAbility Services (AAS) office, 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 the ASS office at the beginning of each academic term.

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

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 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: 519-749-433 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 at the Faculty of ARTS website
Download UWatertloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information.

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

**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, access LEARN, 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 practice 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.

Desire2Learn (D2L or LEARN) Learning Management System:
This course will make use of LEARN. Required readings (those not contained within the three course textbooks) will be posted there. Important course announcements may be posted from time to time, so it is important that you check for updates. 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.

**Required Readings:**
Weekly readings will include selections from the following books, as well as an assortment of other sources, including book excerpts, journal articles, periodicals and online resources. The books below are available in the UW book store, and are also held on reserve for you at the Milton Good Library. Readings not contained within these books are available on our course webpage on LEARN. All readings are required, and relevant to your assignments and to the final exam.


**Course Schedule:**

**WEEK ONE: Introduction to the Study of Violence, Conflict, and Peace September 11 and 13**
What issues does the field of Peace and Conflict Studies seek to address? How shall we define terms like “conflict,” “violence,” and “peace”? What is interdisciplinarity and why is this an important approach to the study of these issues?

Textbook

Textbook

LEARN

LEARN

**Would you like to use this week’s readings as the focus of your first Critical Comprehension Paper? If so, it must be submitted, in person, prior to the start of class on Wednesday, September 13.**
WEEK TWO: The Nature of War
September 18 and 20
Does human nature predispose us to destructive conflict, or can human beings consciously choose more peaceful ways of living? What are some major patterns of conflict and violence in the world today?

Textbook

Textbook

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**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, September 18.

WEEK THREE: Power Politics
September 25 and 27
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? How can social conditions and identities give rise to conflict – or to peace?

Textbook

Textbook

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Online

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, September 25.

Upload your Personal Reflection: A Journey through Conflict by 11:59 p.m. on Friday, September 29.

WEEK FOUR: A Political Economy of Conflict and Peace
October 2 and 4
How can we characterize the relationship between economics and peace? How does globalization affect the socio-economic conditions which give rise to conflict? Can strengthened adherence to international rules and norms help to advance peace? What is the role of the United Nations in peace issues?

Textbook

Textbook

Online

LEARN

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 2.
WEEK FIVE (FRIDAY Oct. 13): Digital Games and Conflict Resolution
No Class on Monday October 9 (Thanksgiving) and Wednesday Oct 11 (Study Day)
*Notice* Class this week will be on Friday, October 13. Monday, October 9, is Thanksgiving, meaning no classes will be held on this holiday. The university has designated Tuesday, October 10, and Wednesday, October 11, as study days. When classes resume on Thursday, October 12, they will follow a Tuesday class schedule, and on Friday, October 13, they will follow a Wednesday class schedule. Therefore, we will have class on Friday, October 13. No readings will be required for this session, but lecture content may appear on the final exam. We will examine the relationship between digital games and conflict.

WEEK SIX (Oct. 16 and 18): Environmental Causes and Catalysts
How do environmental changes resulting from global warming affect human security? How do collective responses to environmental challenges demonstrate people’s capacity for cooperation or exploitation?

Textbook

Textbook

LEARN

Online

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 16.

WEEK SEVEN: Gendered Perspectives on Injustice and Peacebuilding
October 23 and 25
How does gender affect one’s experience of violence, conflict and peace? How does a gendered analysis of injustice shed light on the potentiality for peace? Why is it necessary to assert (again and again!) that women’s rights are human rights?

Textbook
LEARN

Online

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 23.**

**WEEK EIGHT: Indigenous Perspectives on Peace**  
**October 30 and November 1**

What do Indigenous worldviews have to say about peace? How have Indigenous experiences of conflict affected the way peacebuilding practitioners approach their work? Whose responsibility is it to redress the harms caused to indigenous communities through centuries of colonialism and oppression?

Online

Online

Online

LEARN

**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 30.**
WEEK NINE: Global Justice Movements and Grassroots Organizing  
November 6 and 8
To what extent can social movements and/or grassroots organizations alter the social and political dynamics which give rise to conflict? What is the role of civil society in creating cultures of peace? Why are non-governmental organizations so important to governance?

Textbook

Textbook

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**Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, November 6.

WEEK TEN: Nonviolent Action as an Alternative to Violence  
November 13 and 15
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? How does nonviolence work? What can nonviolent social movements achieve, and on what basis should we evaluate them? Can nonviolent movements change social values?

Textbook

Textbook

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WEEK ELEVEN: Resolving and Transforming Conflict
November 20 and 22
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? What is the difference between conflict resolution and conflict transformation?

Textbook

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Upload Conflict Analysis Essay by 11:59 p.m. on Friday, November 17.

WEEK TWELVE (Nov. 27 and 29): Reconciliation and Peacebuilding
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?

Textbook

Textbook

Textbook

Upload Community Engagement Report by 11:59 p.m. on Friday, November 24 (earlier submissions welcome at any time during the term).
WEEK THIRTEEN: Review
December 4
What role can the arts and spirituality play in peacebuilding? Can peace be learned? How do changes in the lives, mentalities and priorities of individuals contribute to 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?

Textbook

Online
https://www.theguardian.com/culture/2002/jul/24/artsfeatures

Final Examination: Date to be announced, between December 7 and 21, 2017.