PACS 201: Roots of Conflict, Violence, and Peace

Winter 2015
Mondays and Wednesdays, 10:00 a.m. – 11:20 a.m.
CGR 1111

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

Markers: 1) Ifeanyi Ogwuru
2) Michael Southcott
Email: 1) ifecolee@gmail.com
2) m2southc@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.
Course Requirements and Evaluation Criteria

1) **10% Attendance and Participation*: Ten percent of your final grade will be based on your attendance and participation in class activities, as reflected by your completion of short in-class exercises using the Top Hat classroom response system (https://tophat.com/). Graded Top Hat exercises will begin during the third week of class, and will consist of questions designed to help you integrate key concepts and relate these ideas to world events. Although some questions will test knowledge of major themes from weekly course readings and lectures, your mark for each in-class question will derived from simple participation rather than from submitting the right answer. Note that if you respond to at least 75% of the questions offered during the term, you will receive full attendance and participation points (10/10) for the course; otherwise your participation grade will simply reflect the percentage of questions you answer. **Being present** with a cell phone, smart phone, tablet computer, or laptop is the key to a strong participation grade. **Always remember to bring an appropriate device.**

To sign up, go to https://app.tophat.com/register/student/ and use course code 549261. There is a modest subscription fee for using Top Hat, payable online or at the Campus Bookstore. Most students find classroom participation activities useful and enjoyable, as they provide both a means of testing comprehension and a vehicle for in-class discussions. If you stay engaged throughout the term, you are likely to find that Top Hat questions offer easy attendance and participation points. Should any questions or problems arise, do not hesitate to contact Top Hat support by email (support@tophat.com) or by phone (1-888-663-5491).

*Opt-out provision: If you do not wish to use Top Hat or have serious doubts about your ability to be present in class for participation exercises, you may “opt out” by shifting this 10% of your grade to the final exam, which will then be weighted at 40% rather than 30%. To choose this option you are required to inform the instructor in writing (on paper or email) no later than February 25. Otherwise you will be locked into the (recommended) Top Hat-based attendance/participation format.

2) **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 need not 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**. You may nonetheless find it useful to consult a list of Grebel-sponsored Brown Bags and links to other websites with university- or community-sponsored events; this is available on the PACS website at https://uwaterloo.ca/peace-conflict-studies/events, and through a link in the PACS 201 Desire2Learn website (https://learn.uwaterloo.ca). In the past, many students have found relevant events by checking the listings provided by WPIRG (http://wpirg.org/).

**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 **Wednesday, March 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).

3) **10% Reflective 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, “How I Define Peace.” In this essay (due in the Desire2Learn dropbox by 11:59 p.m. on Wednesday, January 21), you will be expected to present the following:

• a statement of your own proposed definition (or understanding) of peace, articulated in relation to course concepts presented during the first two weeks of class (how is your understanding similar to and/or different from PACS 201 concepts such as direct, structural, and cultural peace?);

• an explanation of how and why you have come to embrace this definition; and

• your own thoughts about what can and should be done to advance or promote peace as you define it.

Grading of this essay will give particular weight to thoughtfulness and willingness to engage in genuine (and to some extent autobiographical) reflection on experiences and influences that have shaped your understanding of peace. While you are encouraged to make references to relevant course readings and lecture material as you present your own ideas (using footnotes or citations where needed), the purpose of this essay is to help you clarify your own beliefs about the subject, as a basis for active engagement with course themes during the rest of the term. Use of first-person voice is expected for this assignment.

A rubric for the reflective 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.

4) **25% Analytical Essay:** Twenty-five percent of your grade will be based on an analytical essay due on Wednesday, March 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.

5) **20% Midterm Test:** Halfway through the term (on **Wednesday, February 11**) 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.

**Required Readings**

There are no required *texts* to purchase for PACS 201, but there are required *readings*. All of these readings will be **made available either through Desire2Learn or through internet links**. Readings in Desire2Learn will be posted at least one week before the week for which they have been assigned.

**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.

**Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21</td>
<td>Due date for Reflective Essay</td>
</tr>
<tr>
<td>February 11</td>
<td>Midterm Test</td>
</tr>
<tr>
<td>February 25</td>
<td>Deadline for opting out of participation exercises</td>
</tr>
<tr>
<td>March 18</td>
<td>Due date for Analytical Essay</td>
</tr>
<tr>
<td>March 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)
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.

Desire2Learn (D2L, or “Learn”) Learning Management System

Important course announcements will appear from time to time in the Desire2Learn 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 PACS 201 in the yellow “My 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.

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.

UW Policies on 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.

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, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

**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, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

**Academic Integrity website (Arts):** http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academicintegrity

**Note for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall Room 1132, 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 OPD at the beginning of each academic term.

**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.
Course Schedule

PART I: INTRODUCTION

KEY: Required readings available through Learn are preceded by an asterisk (*). Required online readings or videos are preceded by an angle bracket (>). Recommended readings and websites are preceded by a swung dash (~), and are offered for further enrichment and possible use in essays. Please keep up with assigned content on a weekly basis.

Week One (January 5 and 7): 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 Wednesday:

Week Two (January 12 and 14): Mapping Conflict and Its Sources
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 Monday:
- > Project Ploughshares. Study the following online content:
  - 1) “Armed Conflicts Report,” http://ploughshares.ca/programs/armed-conflict/armed-conflicts-report/ (click on the map, and examine);
  - 3) “Defining Armed Conflict,” http://www.ploughshares.ca/content/defining-armed-conflict;

Assignment for Wednesday:
- > Examine Sam Keen’s slideshow on “the appeal of war and the moral alternatives”: http://www.samkeen.com/appeal-of-violence/.
- > Watch Roman Krznaric’s Youtube clip, “RSA Animate – The Power of Outrospection”: https://www.youtube.com/watch?v=BG46lwVsSu8&index=1&list=PLOTCLFuKjCVXuSCoQb7695Un3s4ptedTk.

Source: http://www.comminit.com/ci-ebola/content/problem-tree
Week Three (January 19 and 21): 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 tend to be dissatisfied with “power politics” approaches to peace?

Assignment for Monday:

Assignment for Wednesday:

Upload Reflective Essay by 11:59 p.m. on Wednesday, January 21

[The best defense of peace is not power, but the removal of the causes of war, and international agreement which will put peace on a stronger foundation than the terror of destruction.

-Lester Pearson

Source: http://www.globalissues.org/article/75/world-military-spending

Source: http://www.schnews.org.uk/satire/index-arms-trade.html]
PART II: WORLD ORDER: PEACE THROUGH HUMANE GLOBAL GOVERNANCE

Week Four (January 26 and 28): Conflict, Violence, and Peace as Governance Issues
How might strengthened adherence to international rules and norms help to advance peace? What is the role of the United Nations in peace issues, and in addressing growing problems of coordination on complex economic and environmental issues? Can reducing structural violence and cooperating to provide “global public goods” be meaningful global governance priorities?

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

Assignment for Wednesday:
- >Watch the following clips on the PeaceVoiceTV Youtube channel ([https://www.youtube.com/user/PeaceVoiceTV/videos](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).
- >Watch the following clips on the Allen Sens YouTube channel ([https://www.youtube.com/user/peacevoice_tv](https://www.youtube.com/user/peacevoice_tv)): “The Causes of War and Conditions of Peace” (David Cortright) and “What Is Effective Governance for Peace?” (David Cortright).
- >Watch the following clip on the Allen Sens YouTube channel ([https://www.youtube.com/user/allensens](https://www.youtube.com/user/allensens)): “Interdependence.”

Assignment for Monday:
- >>Watch the short YouTube clip entitled “Conflict and Climate Change”: [https://www.youtube.com/watch?v=1u3EGSJ68x4](https://www.youtube.com/watch?v=1u3EGSJ68x4).

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

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

Week Six: World Order Paradigm Wrap-up (February 9) and *Midterm Test* (February 11)

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)
No Class February 16 and 18 (Reading Week)

Part III: CONFLICT RESOLUTION: PEACE THROUGH COMMUNICATION

Week Seven (February 23 and 25): Conflict as a Dynamic Process
How has the field of conflict resolution sought to enhance our understanding of contemporary conflicts between ethnic, national, and cultural groups? To what extent are conflicts between groups similar to conflicts among individuals? What role do psychological and cultural factors play in the conflict escalation process?

Assignment for Monday:

Assignment for Wednesday:

February 25: Deadline for opting out of the clicker exercises, and transferring this 10% of your course grade to the final exam. Requests must be submitted to the instructor in writing.

Week Eight (March 2 and 4): 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? Can forgiveness play a role in large-scale social conflicts? Can third-party intervention and effective communication increase prospects for peace?

Assignment for Monday:

Assignment for Wednesday:
- >Watch the following clip from the JustVisionMedia YouTube channel (https://www.youtube.com/watch?v=jYWCdZsKVTE): “Encounter Point – 7 Minute Trailer.”

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 (March 9 and 11): 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 Monday:*


*Assignment for Wednesday:*


**Week Ten (March 16 and 18): 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 Monday:*

- >Watch the following TED Talk: “Scilla Elworthy: Fighting with non-violence” ([https://www.youtube.com/watch?v=mk3K_Vrve-E](https://www.youtube.com/watch?v=mk3K_Vrve-E)).

*Assignment for Wednesday:*


*Upload Analytical Essay by 11:59 p.m. on Wednesday, March 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](http://webzoom.freewebs.com/elizpoetry/peace%20dove%201.jpg)
PART V: TRANSFORMATION:
PEACE THROUGH LEARNING AND MORAL DEVELOPMENT

Week Eleven (March 23 and 25): 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 Monday:

Assignment for Wednesday:

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

Week Twelve (March 30 and April 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 Monday:

Assignment for Wednesday:

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


[T]he 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