Description

While many history books situate the advances of humanity within the framework of a long succession of wars and the political and social results of violent conflict, another way of viewing the past is to see history as an age-old pursuit for the things that make for peace. Depending on how we look at history, the movement toward peace becomes either obscured or highlighted. The purpose of this course is to cast light on the historical record not only to reveal the amazing saga of how peace movements have developed in the past, but also to gain an appreciation for the prospects for peace in the present and future.

Through stories, lectures, readings, videos, and interactive methods, this course provides an overview of many individuals and groups that have created popular movements for peace globally and locally throughout history. The scope will be international, with a particular focus on nineteenth, twentieth, and twenty-first century movements. The selection of class materials will allow for contrasts and comparisons in terms of the ideology/faith, strategy, and impact of various peace movements. We will also explore the interplay between anti-war resistance and proactive peacebuilding.

Learning outcomes

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

1. Describe a variety of ideologies and philosophies at the root of historic peace movements.
2. Explain some historical trends in how peace movements evolve and respond to other actors within their respective contexts.
3. Think critically about tactics and strategies used by those advancing the cause of peace.
4. Comment thoughtfully on the extent to which historic peace movements can inform, shape, or enhance contemporary peace activism.
5. Articulate their own ideas about how best to instigate social change toward a more peaceful world.
6. Notice some improvement in their own research and writing skills.

Required text

1. Course Reader. Available for purchase at the UW Bookstore ($76.77 plus tax).
2. Additional online readings will be assigned (and noted on the LEARN site in advance).
Assignments

- **Article review (15%)** – On the LEARN site you will find a web-link entitled “Elise Boulding article” directing you to Boulding’s “History at Sword’s Point? The War-Nurtured Identity of Western Civilization” (select this particular chapter within the table of contents). The article is also available in hard copy in Boulding’s book *Cultures of Peace: The Hidden Side of History* (available on reserve at the CGUC library). After reading this article, write a critical review (i.e. your own analysis, critique, and assessment of the article rather than a simple report of what the article said). Use direct quotes sparingly if at all. Spend most of the time grappling with questions such as the following: To what extent does Boulding’s macrohistorical approach help you to understand the history of peace movements? Does she make a compelling case about the ways in which peace and war relate to each other within history? Why or why not? What do you make of the idea that history has often been held “at sword’s point”? How does this article assist you in devising your own methodology or approach to peace movement history? **Length: 4 pages (1400 words). Due October 1.**

- **Event review (20%)** – For this assignment, you are expected to attend a peace movement event, demonstration, or action, and then write a review/response paper based on your experience. The paper should include only a minimum amount of reporting; the vast majority of your paper should consist of your own analysis of the event in light of the course materials, as well as your own evaluation of how this event is relevant to or connected with the history of peace movements. Your own personal reflections on having participated in the event are welcome, perhaps as the conclusion to the review. Some examples of upcoming events: International Day of Peace events (September 21); Gandhi’s birthday (October 2); Take Back the Night march (September 26); Peace and Justice Studies conference (October 17-19); Nonviolence Festival events (September 21-October 2); demonstration against military action in Syria; campaign organizing meeting. **Length: 5 pages (1750 words). Due October 31.**

- **Movement review (35%)** – Select a peace movement, conduct research, and then prepare a written review of this movement. Your written work should include some factual details about the movement, but most of your writing should focus on assessing, analyzing, grappling with, and/or critiquing the movement in terms of its formation, evolution, strategies/tactics, and relative success and/or failure. Especially toward the end of your review, your personal response would be appropriate to include. Your review should include footnotes (no endnotes please) and a bibliography indicating the use of at least 8 different sources, only 3 of which can be websites (several different pages on one website are considered 1 source). Keep in mind that a greater diversity of sources usually leads to stronger academic work, especially if the sources are cited thoughtfully. You may wish to check with the instructor regarding the topic for your movement review, but this step is not required. **Length: 8 pages (2800 words). Due November 28.**
• *Integration exam (30%)* – You are encouraged to bring your textbooks and notes with you (but not your computer or smartphone) for this integration exam comprised of two parts: (1) shorter answer questions that are meant to assess, compare, and contrast the various movements, readings, theories, and other materials covered during the term (this is a good reason to attend all classes!); and (2) an integration-reflection essay question in which you will articulate some of the ways you are integrating the course themes and reflecting on your own life vis-à-vis the history of peace movements. **To be held within the UW exam period in December – specific time and location TBA.**

**Expectations for all written assignments**
- Title pages, footnotes, and bibliographies are not included in overall page counts or word counts
- Submitted in hard copy
- Printed with 12-point Times New Roman font
- Formatted with one-inch page margins and double-spaced text
- Assignments printed on used, one-sided paper are welcome but not required

**General rubric for marking**
- **Highest marks** will be awarded for exceptional writing showing strong insight, outstanding analytical skills, clear and active writing style, and apparent thoughtfulness.
- **Good/average marks** will be awarded for passable writing showing a fair understanding of the material and some analytical skill, but lacking a degree of focus, elaboration, or editing.
- **Below average marks** will be awarded for weak writing that suffers from vagueness, poor grammar, rhetorical confusion, lack of analysis, and/or regular inattention to the matter at hand.
- **Low marks** will be awarded for poor writing that demonstrates little or no knowledge of the materials or does not follow the instructions of the assignment.

**Late assignments**
Students are expected to complete the assignments by the dates indicated. Extensions will be granted only under extenuating circumstances as determined in consultation between the student and the instructor. In cases where an extension has not been granted, a penalty of 5% will be incurred for each additional day beyond the due date (including each day of a weekend).

**LEARN site**
Various course-related materials will be posted on the LEARN site for PACS 203/HIST 232. It is the student’s responsibility to regularly check the LEARN site for updates, announcements, additional readings, etc.
Schedule and Readings

Week 1 (September 10 and 12) - Introduction
- Setting the stage, going over some frameworks for understanding the whole, and considering the idea of a peace movement trajectory.
- Course Reader pages 1-10

Week 2 (September 17 and 19) – Earlier centuries
- Peace movements from ancient times to the 18th century, the meaning of historical antecedents, and early Canadian peace history.
- Course Reader pages 11-27

Week 3 (September 24 and 26) – 20th century I: “This is our century!”
- Peace activism, peace congresses, and peace organizational patterns during a time of looming warfare. Questions: Who are the peace actors? Did the fates allow for peace?
- Course Reader pages 28-34
  - September 26 – Special guest speaker Kathy Kelly

Week 4 (October 1 and 3) – 20th century II: Following Gandhi
- Investigating the towering figure of Gandhi, the case study of India, and the interplay between resisting violence and building a culture of peace.
- Course Reader pages 35-53
  - October 1 – Article review due
Week 5 (October 8 and 10) – 20th century III: Confounding Hitler
   • Questions: Could peace movements stop the violence of World War II? Do peace movements contain their own violence?
   • Course Reader pages 54-75

Week 6 (October 15 and 17) – 20th century IV: Struggling alongside Viola and Martin
   • Civil rights movement, anti-Vietnam War movement, and the interplay between the Great Person and the Great Group.
   • Course Reader pages 87-106
     o October 17 – special guest speakers Joan Tuchlinsky & Stephen Soucie (Sexual Assault Support Centre of Waterloo Region)

Week 7 (October 22 and 24) – 20th century V: Preparing to freeze the bomb
   • Peace movements against nuclear weaponry, and the evolution of political and social influence by peace movements.
   • Course Reader pages 76-86 and pages 107-116

Week 8 (October 29 and 31) – 20th century VI: Wielding people power
   • Mass movements, spontaneous political mobilizations, and the power of the people to do great harm and/or great healing.
   • Course Reader pages 117-125 and pages 139-147
     o October 31 – Event review due

Week 9 (November 5 and 7) – 21st century I: “This is our century!”
   • Peace activism during a time of terrorism, and the language of peace and the mandate to protect the innocent. Questions: Who are the peace actors? Do the fates allow for peace?
   • Course Reader pages 148-177

Week 10 (November 12 and 14) – 21st century II: Fighting terrorism
   • Re-making the connections between militarism, sexism, racism, and the age-old patterns of fear and domination.
   • Course Reader pages 126-138 and pages 178-193

Week 11 (November 19 and 21) – 21st century III: Liking the movement
   • Social media, e-activism, and the march of the virtual movement.
   • Course Reader pages 194-213

Week 12 (November 26 and 28) - Conclusion
   • Wrap-up, reviewing, and looking back at the trajectories.
     o November 28 – Movement review due

Exam period – exam time and location to be announced
Other important notes

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

Academic Integrity
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.

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.

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.

Other sources of information for students
Academic Integrity website (Arts) Academic Integrity Office (uWaterloo)

Note for students with disabilities
The AccessAbility Services office, 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 AS office at the beginning of each academic term.