Peace & Conflict Studies (PACS) 203 / History 232
“A History of Peace Movements “

Winter 2016
Tuesdays and Thursdays, 11:30-12:50
Conrad Grebel University College, Room 1208
Instructor: Keith Regehr, kregehr@uwaterloo.ca
   (I do not respond to student emails between 5:00 pm Friday and 9:00 am Monday.)
Office hours: By appointment only. The best time to meet is Tuesday and Thursday 9:30 to 11:00 am

How did people of the past attempt to make peace in a world of war and conflict? This course is an introductory survey of 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 19th, 20th and 21st century movements. The choice of peace movements will allow for a contrast in comparison of ideology, strategy and impact.

Learning Objectives:
- To gain an understanding of the historical nature of peace thinking and activism.
- To understand the ideologies and philosophies at the root of historic peace movements.
- To think critically about tactics and strategies used by individuals and groups to advance the cause of peace.
- To consider the utility of historic peace practice to contemporary peace activism.
- To appreciate differences of opinion and ideology with regard to pacifist responses to war and conflict.
- To reflect on and articulate your own ideas and values about peace and nonviolence.
- To develop research and writing skills.

Disclaimer: Because there was a change in instructor the last week of fall term, the arrangement of topics is subject to change. In addition, this resulted in textbooks being ordered late. Accommodation will be made if texts are not available. I would encourage looking for alternate sources for the texts.

Texts: All have been ordered through the UW Bookstore.
- John Boyne, The Absolutist (2011). This is a novel about World War I. For sale in the UW bookstore. (You can also purchase it on Amazon etc.)
- Robert H. Holmes, Barry L. Gan, Nonviolence in Theory and Practice. As the title suggests, a review of the theory of nonviolence in the context of a variety of ways the theory was put into practice.
- Ken Beller, Heather Chase, Great Peacemakers. Short biographies.

Other required readings will be indicated on Course Reserves (mainly Electronic; see link to Course Reserves in LEARN).
Overview of Course Requirements: (see more detail on assignments at end of syllabus)

Mid-term test – 20%
Final exam – 40%
Discussion responses – 2 x 10% = 20 and 1 x 20% = 40% total

Summary of Dates to remember:

February 11: Mid-term test
January 28, March 3, March 24: Discussion responses due in class

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Course schedule:

Week 1, January 5 & 7: Introduction: What is a peace movement?

Week 2: January 12 & 14: Early peace ideas & movements, Religion and Early Peacemaking
- Peter Brock, “Tolstoy’s Idea of Nonviolence,” in Freedom from War: Nonsectarian Pacifism 1814-1914, pp.185-204. E-reserve
- Great Peacemakers: Chapter 1, Henry David Thoreau
- Other Readings To Be Determined

Week 3: January 19 & 21: Indigenous peace traditions
- January 19: visit Waterloo Aboriginal Education Centre at St. Paul’s. Talk by Shawn and Lu about the Centre and about Idle No More
- January 21: Darren Thomas from WLU, lecture about Indigenous peace traditions (Great Law of Peace)
- Readings: To be determined

Week 4: January 26 & 28
Historic Peace church traditions: Quakers, Mennonites, Brethren
- Peter Brock, “The Peace Sects of Upper Canada and the Military Question,” in Against the Draft: Essays on Conscientious Objection from the Radical Reformation to the Second World War, pp.84-95. E-reserve
- Robynne Rogers Healey, “Quakers and Mennonites and the Great War,” in Canadian Churches and the First World War, pp. 218-37. E-reserve

****January 28: Small group discussion. First discussion response due.
**Week 5:** February 2 & 4

**Resistance to the British in the Indian Sub-continent**

**Mahatma (Mohandas K.) Gandhi and Noncooperation**
- *Great Peacemakers*, Chapter 3 on Mahatma Gandhi

**Khan abdul Ghaffar Khan**

**Week 6:** February 9: Martin Luther King Jr., Malcolm X and US Civil Rights Movement

- *Great Peacemakers*, Chapter 4 on Martin Luther King Jr.
- Other Readings to be determined

February 11: *Mid-term test*

**READING WEEK, FEB. 15-19**

**Week 7:** February 23 & 25: World War II

- Film: “Denmark: Living with the Enemy” (2000) 30 min.
- Film: “The Good War and Those Who Refused to Fight It: The Story of World War II Conscientious Objectors”

**Week 8:** March 1 & 3: Considering World War I

- John Boyne, *The Absolutist*

***March 3: Small group discussion on The Absolutist, second response due***

**Week 9:** March 8 & 10: Arab Spring (Tentative)

- Guest Lecture: Nathan Funk, from Grebel PACS
- Guest Lecture: Idrisa Pandit, from Renison Islamic Studies
- Readings to be determined

**Week 10:** March 15 & 17: Anti Vietnam War protest/Anti US War protest

- Guest Lecture: Andrew Hunt from UW History
- *Great Peacemakers*, Chapter 12 on Dalai Lama, Chapter 6 on Thich Nhat Hanh
**Week 11:** March 22 & 24: The Environmental movement as a peace movement
- *Great Peacemakers*, all of Part Five, Chapters 17-20

***March 24: Small group discussion. Third discussion response due.***

**Week 12:** March 29 & 31: Contemporary peace movements and other topics of interest
- Readings to be determined

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**Assignment Details**

**Short Discussion responses** – Three required

During 3 of the classes in the semester, we will have small group discussions that focus on the readings and films from the designated weeks. These three responses must be typed out, double-spaced, and must be submitted to Learn before 11:00 am on the date of the class discussion. You will want to bring a copy of your assignment to class for the group discussion. Your name and ID, the class title and number, the discussion number, and the date must be on your submission.

Attendance at class and participation in the small group discussions are part of the mark for this assignment. Non-attendance at these discussions will result in a grade deduction on your submission. Response papers submitted to the Learn dropbox after 11:00 am on the due date will not be accepted without a UW Verification of Illness form or other evidence of inability to participate. There will be no make-up marks for this assignment.

Discussion responses #1 and #3 are worth 10% each and are due on **January 28 and March 24**

For each discussion, I will post on LEARN several questions that have the purpose of stimulating conversation about the ideas and themes raised in the material for the particular weeks in question. For each of discussion 1 and 3, you will write a brief response to one of my questions, drawing directly on the readings and/or films. Your responses should be approximately 750 words. The responses should refer directly to the readings/films but also be constructed so as to take the specifics of that material into a broader, more general context for discussion. Your responses can be in the first-person and should draw on your personal opinion. Your response will be enhanced by direct reference to the course material which must be cited using Chicago or APA style. You are not required to do additional outside research for this assignment.

Discussion response #2 is worth 20% and is due on **March 3**.

This discussion will be specifically about the required text, *The Absolutist*, by John Boyne. I would like you to write a 1000 word (approximately) response to the book and its main theme. This is not only a book review but will also require you to reflect personally on your own ‘peace position’. Specific questions will be posted on LEARN.
Mid-term test and final exam information:
The mid-term test may include multiple choice, short answer and essay questions. It will include all class material (readings, lectures, films) up to the date of the test on **February 11**.

The final exam will be scheduled during the formal exam period (**April 8-23**). It will be similar to the mid-term. The short answer section will focus on the second half of the course, but the essay questions (of which there will be choices) will cover the entire course.

My intent in testing is not to ‘trick’ or ‘trip’ you up by asking obscure questions from the readings, but to encourage you take good notes and review the course material so as to retain the knowledge you have obtained.

Course expectations and responsibilities (for you and me):

1. **Attendance and Participation**: Attend class regularly. Be attentive and participate in class discussions. Ask questions about things you don’t understand or are not clear. Be respectful of other students and their opinions.

2. **Electronic devices**: The use of laptops or other electronic note-taking gadgets for the purpose of taking notes in class is acceptable. If other activity such as use of social media, texting, or email, becomes distracting to other students or to me or a guest speaker, students will be asked to cease such activity, or their devices might be requisitioned for the duration of the class. Absolutely no electronic aids are to be used during tests or exams.

3. **Assignments**: Understand course requirements and please ask questions if these are not clear. Complete assignments on time. I will do my best to mark and return them in a timely manner.

4. Please plan your academic work carefully, keeping in mind the deadlines for assignments in all your courses. I am generally amenable to requests for extensions in situations of emergencies, or family/personal crises. I am more able to work with you on a solution if you consult me about an extension **BEFORE** the assignment is due. Assignments that are handed in past the due date without any prior consultation with me will be subject to a grading penalty of 5% per day to a maximum of 15%. All agreements about extensions or other special circumstances must be confirmed by email (that is, please don’t just ask me after class and expect me to remember).

5. **Missed classes**: If you miss a class, it is your responsibility to catch up on missed material. Ask to borrow a classmate’s notes, find out where you can view a film, etc. Do not ask me or guests for lecture notes; these will likely not be of much help. Don’t come to me and say ‘I wasn’t in class last week. Did I miss anything?’

6. **Other readings**: Occasionally I will make suggestions about other resources to enhance your understanding on a particular topic – websites, films, news articles, community events. I will
indicate if these are required viewing/reading. In many cases, these will be suggested resources, that are not requirements of the course but, if you do incorporate your learning from these in assignments and tests, you will get extra marks.

7. **Academic offenses:** Be aware of UW’s guidelines on academic offenses, particularly cheating, plagiarism and borrowing. If you do not cite the sources used in your research, you are guilty of plagiarism. Plagiarism is an academic offense at University of Waterloo that can result in disciplinary action towards a student. When I receive an assignment in which plagiarism can be clearly identified, I assign a mark of 0% and may report the case to the Associate Dean of Arts, Undergraduate. This is the official UW statement:

8. **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.

9. **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, [Policy link](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm)

10. **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, [Policy link](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm)

11. **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, [Policy link](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

12. **Academic Integrity website (Arts):** [Website link](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

13. **Academic Integrity Office (UW):** [Website link](http://uwaterloo.ca/academicintegrity/)

14. **Final exam scheduling:** A final exam of 2.5 hours, worth 40% of the final mark, will be scheduled by the registrar’s office during the final exam period, December 4-19. Alternate times for exam sittings can only be negotiated in cases of documented illness or emergency. Travel plans are not considered grounds for exam re-scheduling. In case of scheduling conflicts, please see final exam information on the registrar’s website. In the event that a student requires an alternative test or examination time on religious grounds, the Dean of Conrad Grebel needs to be notified.
within one week of the announcement of the test or examination date.

15. *DESIRE2LEARN.* This course will have a LEARN page. Please check the course site regularly for announcements and information. Some of your required readings must be accessed through LEARN.

16. *Communication.* If you wish to talk with me about any course related or other matters, you may do so BEFORE class briefly, by appointment, or through email. I will do my best to respond to your emails within 48 hours. Before you make an inquiry about assignments etc., please do check the syllabus first to confirm whether the information you need is there. All requests for assignment extensions or other special arrangements must be confirmed with me by email, so that we have an agreement in writing (and so that I do not forget!).

17. *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.

18. *Rule about cross-listed courses:* From Faculty of Arts: 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.

**Some General Guidelines for Essay-Writing**

1. The organization of an essay is a key to making the ideas comprehensible to the reader. Creating a simple outline before you start writing will assist you in making your essay flow smoothly and make sense. Good organization includes an introductory paragraph -- stating your intended topic for the essay and your main thesis -- and a concluding paragraph that sums up the argument of your paper but doesn't introduce new themes or information.

2. As well, give one main point per paragraph and try to ensure that paragraphs flow smoothly one to the next. Make sure that the flow of ideas is logical, that is, the ideas of each sentence and paragraph flow naturally from the ideas in the previous sentence and paragraph.

3. Generally speaking, clarity of writing is enhanced with shorter sentences and simple words. Avoid run-on sentences or wordiness. Rather than impressing the reader with big words, your writing should put complex ideas into simple, but not simplistic, terms.

4. Maintain consistency of tenses. For the most part, past and present tense shouldn't appear in the same sentence.

5. Number all pages. Double-space your papers and leave adequate margins, at least one inch, on all sides of the page. You must also attach a bibliography, in proper format, of sources consulted for the paper.
6. Use non-sexist inclusive language. If you are referring to human beings, use words like humanity, people, persons, rather than man or men. The meanings of words change over time, and many people no longer feel that words like man or men refer to all persons.

7. An academic paper **must** include footnotes or endnotes to credit sources that you have used in your paper. A foot/endnote is used to provide the source for a direct quotation or when you are referring directly, even in your own words, to an idea taken from another source. Footnotes appear at the bottom of the page while endnotes are listed on a separate page at the end of the paper. The most common form used in history essays is called the University of Chicago style. Here are some examples: The first footnote reference to a book would like this. The full information need only be included in the first reference to a work. If your next footnote was from the same book, it could look like this. If your next footnote was from an article, it should look like this. Footnotes appearing later on that reference the first book should look like this. And so on.

8. If you need more help on how to use footnotes or format a bibliography, consult a style guide such as: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* or the well-known *A Manual of Style* by the University of Chicago Press. Both these books offer guides for all aspects of essay-writing.

9. Several citation & style guides are available online through the UW Library's E-Reference Collection. These include many formats, including U of Chicago: From main page of UW Library, go to Resources for Research → Online Reference Shelf → Citation/Style Guides → Chicago Style (try the ‘fast facts’ link).

10. More on quotations. Direct quotations from another source should be used to illustrate or supplement your own words only. Avoid using long quotations to provide basic information.

11. If you do not cite the sources used in your research, you are guilty of plagiarism. Plagiarism is an academic offense at UW (Policy#71) that can result in disciplinary action towards a student. For more information about plagiarism and other academic offenses, review the information at: [http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

12. Please proofread your papers. It is amazing how many people don't read their essays and thus hand in numerous typos and spelling errors. I realize that a typing error does not affect the

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2 Ibid., 277.
4 Brock, 125.
content, but a paper that is sloppy visually and stylistically suggests ideas that are also sloppy. If you are unsure about your writing style, have someone else read your essay to assess its readability. You may know what you are trying to say but does it make sense to someone else. If necessary, edit your paper several times to improve the clarity of your ideas.

13. For more guidelines and help on writing essays, see the following: From main page of UW Library, go to Resources for Research → Online Reference Shelf → Writing Assistance → Humanities and Social Science Writing.

14. If you need writing help, Conrad Grebel’s library now has a Writing Centre Drop-In. Students can talk with a teaching associate about any writing assignment or project on a first-come, first-served basis. Drop-in day at the Milton Good Library is Thursdays, 12-2, beginning September 18. For a full list of drop-in locations, see: https://uwaterloo.ca/writing-centre/drop-locations.
## Rubric for grading Discussion responses

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<tr>
<th></th>
<th>50-59% (D)</th>
<th>60-69% (C)</th>
<th>70-79% (B)</th>
<th>80-100% (A)</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Hardly any effort is given to a thoughtful response.</td>
<td>Response is superficial and written with minimal thought. There is little obvious reference to the readings/films.</td>
<td>Response to the question represents intentional thought and effort. Personal opinion is incorporated and the response refers to the readings/films.</td>
<td>Response to the chosen question is thoughtful, insightful, and indicates considerable effort to think about the issue. Personal opinion is incorporated. Readings/films are utilized clearly in the response.</td>
</tr>
<tr>
<td><strong>Communication of information and ideas</strong></td>
<td>The response paper lacks coherent organization. The writing style needs substantial improvement in order to make the meaning clear. The response is too short.</td>
<td>The response paper is lacking in a clear organization of information and ideas. The writing style is of a quality that makes the meaning unclear. The required length may not be met.</td>
<td>The response paper is well-organized, with an introductory and concluding statement. The organization is logical, the writing is generally good and the main point is coherent. The required length is met.</td>
<td>The response paper has a clear and creative introduction and conclusion. The research is organized thoughtfully, the quality of writing is excellent, and exceeds the required length.</td>
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<tr>
<td><strong>Spelling, grammar, and presentation</strong></td>
<td>Paper has an excessive number of errors and is sloppy in appearance and format.</td>
<td>Paper has many spelling and grammatical errors, that indicate no proofreading and editing.</td>
<td>Only minimal spelling and grammatical errors. Paper may have been proofread but some allowable errors still exist.</td>
<td>Paper has been proofread thoroughly and there are no errors in spelling and only minimal grammatical errors.</td>
</tr>
<tr>
<td><strong>Notes and bibliography</strong></td>
<td>Sources used for paper are not cited. Foot/endnotes and bibliography are nonexistent.</td>
<td>Sources are not cited adequately. Foot/endnotes are minimal and with mistakes in formatting. Bibliography is either nonexistent or incorrectly formatted.</td>
<td>Sources are cited thoroughly and foot/endnotes and bibliography are complete and formatted with only very minor errors allowed.</td>
<td>Sources are cited thoroughly and foot/endnotes and bibliography are complete and formatted without error.</td>
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