PACS 203 • HIST 232

A History of Peace Movements
Winter 2017

Time: 1:00pm to 2:20pm on Tuesdays and Thursdays
Location: CGUC #1111
Instructor: Matthew Bailey-Dick • mrbailey@uwaterloo.ca
Office hours: Tuesdays 9:30am–12:00pm and 2:30pm–3:00pm in CGUC #2124

Description

Many history books situate human advancement either within the framework of a long succession of wars or in relation to the political and social dynamics of violent conflict. Another approach is to see history as an age-old pursuit for the things that make for peace. Depending on how we look at the past, the quest for 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 lectures, readings, videos, guest speakers, and interactive exercises, 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 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.

Required texts

1. PACS 203/HIST 232 Course Reader. ($20.38 plus tax at UW Bookstore)
3. Additional online readings. (TBA – placed in library e-reserve in advance)
Assignments

- **Summary**
  - History essay = 20% due January 31
  - Peace essay = 20% due February 28
  - Movement essay = 30% due March 30
  - Integration exam = 30% scheduled during UW exam period
  - Total = 100%

- **History essay (20%)** – The point of this assignment is for you to nurture thoughtfulness about the uses and misuses of history. In preparation for this assignment, read the following two selections: (1) “History at Sword’s Point? The War-Nurtured Identity of Western Civilization” by Elise Boulding (pages 1-9 in the Course Reader); and (2) the first three sections of Gelderloos’ “How Nonviolence Protects the State” (instructor will provide web link). Then choose one of the following options:
  - **Option A:** After reading Boulding’s “History at Sword’s Point”, write a critical essay in which you articulate your own analysis, critique, and assessment of Boulding’s article – i.e. steer far away from giving a simple report of what the article says. Spend most of the time grappling with questions such as the following: Does Boulding make a compelling case for how peace and war relate to each other within history? Why or why not? What do you think about the idea that history has often been held “at sword’s point”? In what specific ways does Boulding’s article provide a helpful and/or an unhelpful methodological approach to peace movement history? How does Boulding help you to understand the uses and misuses of history? Use direct quotes sparingly. **Length: 4 to 5 pages (1500 to 1800 words). Due January 31.**
  - **Option B:** After reading the Gelderloos selection, write a critical essay in which you articulate your own analysis, critique, and assessment of Gelderloos’ claims – i.e. steer far away from giving a simple report of what he says. Spend most of the time grappling with questions such as the following: Does Gelderloos making a compelling case about how proponents of nonviolence have misused history? Why or why not? What do you think about the idea that a nonviolent approach to social change is racist? In what ways does Gelderloos provide a helpful and/or an unhelpful methodological approach to peace movement history, especially vis-à-vis the issue of effectiveness? How does Gelderloos help you to understand the uses and misuses of history? Use direct quotes sparingly. **Length: 4 to 5 pages (1500 to 1800 words). Due January 31.**

- **Peace essay (20%)** – The point of this assignment is for you to articulate a bold opinion in the face of a long-standing peace movement debate. Over the first four weeks of the course, we will notice that both the theory of peace and the practice of peace are debated in a variety of ways by peace movements. The instructor will provide tools for understanding these debates, and in-class discussions will provide opportunities to use these tools in light of specific historical examples. At the end of January, choose one or two of these debates and then write an essay in which you put forward your own opinion in the face of that particular debate (or debates). The instructor will provide “sample
opinions” that might guide your thinking. A successful approach to this essay involves (1) briefly demonstrating that you understand the nature of the debate, (2) expressing your own personal opinion about how the debate might be resolved, and (3) backing up your opinion in light of course materials and/or other materials that you think are persuasive. **Length: 4 to 5 pages (1500 to 1800 words). Due February 28.**

- **Movement essay (30%)** – The point of this assignment is for you to evaluate a contemporary how-to guide for building and sustaining peace movements. In the first half of the course, make time to read Popovic’s *Blueprint for Revolution*. As the title of the book suggests, the author develops a nonviolent approach or “blueprint” for galvanizing communities and changing the world – the stuff of movement-building! Your specific task for this essay is to use Popovic’s book as a springboard for talking about the tools needed to build a peace movement. Ask yourself these types of questions: As a how-to guide, to what extent does this book provide a useful toolbox for members of a peace movement? Is Popovic convincing in his nonviolent approach? Why and/or why not? Would it be relatively easy or relatively difficult to adapt the ideas and strategies in this book to other peace movements in other contexts? What are some present-day situations of war, injustice, or conflict in which Popovic’s “blueprint” might be workable? Do you think Popovic is missing any specific movement-building tools? If so, where do you see these tools being developed, either in other course materials or in external sources from your own research? **Length: 7 to 8 pages (2500 to 3000 words). Due March 30.**

- **Integration exam (30%)** – 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. **This exam will be held within the UW exam period at the end of the term (April 7 to April 25).** The specific time and location will be announced. Student travel plans are not acceptable grounds for granting an alternative final examination time.

**Expectations for all written assignments**
- Hard copy; 12-point Times New Roman font; one-inch page margins; double-spaced text
- Turabian-style endnotes and bibliography – i.e. not footnotes and not author-date – see this link: [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)
- Title pages, endnotes, and bibliographies are not included in page counts or word counts
- Assignments printed on used, one-sided paper are welcome but not required
- Assignments can be submitted either in class or to the Grebel main office during regular office hours (in which case assignments will be date- and time-stamped). Graded assignments will be made available in class; any unclaimed assignments will be available for pick-up at the Grebel main office during regular office hours.
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).

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.

Schedule of classes and readings
(Students are expected to attend all the classes and do all the readings.)

Week 1 (Jan. 3 and Jan. 5) - **Introduction**
- Setting the stage, looking at some frameworks for understanding the whole, and clarifying our methodology vis-à-vis history and peace and conflict studies.
- Course Reader pages 168-173

Week 2 (Jan. 10 and Jan. 12) – **Chapter won?**
- Religious and spiritual approaches to peace, early Canadian peacemaking efforts, and the long, frustrating, exhilarating, blood-sweat-and-tears wrestling match of history
- Course Reader pages 151-167 and pages 10-27

Week 3 (Jan. 17 and Jan. 19) – **20th century I: Dulce et decorum est pro patria mori?**
- Peace organizational patterns during times of war, budding practices of nonviolence, and a provisional answer to the question, “What is a social movement?”
- Course Reader pages 68-80

Week 4 (Jan. 24 and Jan. 26) – **20th century II: Confounding Hitler**
- War resisters and conscientious objectors during World War II, and the interplay between resisting violence and building a culture of peace.
Week 5 (Jan. 31 and Feb. 2) – **20th century III: Struggling alongside Viola and Martin**
- The civil rights movement, the anti-Vietnam War movement, and the historical interplay between the Great Person and the Great Group.
- Course Reader pages 28-46
  - January 31 – History essay due

Week 6 (Feb. 7 and Feb. 9) – **20th century IV: Banning the bomb**
- Peace movements against nuclear weaponry, and the evolving political and social influence of peace activists.
- Course Reader pages 47-67

Week 7 (Feb. 14 and Feb. 16) – **20th century V: 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 81-94 and pages 119-128
  - Feb. 14 – guest speakers (Sexual Assault Support Centre of Waterloo Region)

Week 8 (Feb. 21 and Feb. 23) – **Reading week – no classes**

Week 9 (Feb. 28 and Mar. 2) – **21st century I: Becoming the second superpower**
- Peace activism during spasms of terrorism and counter-terrorism, the commandeering of peace rhetoric, and the mandate to protect the innocent.
- Course Reader pages 129-137
  - February 28 – Peace essay due

Week 10 (Mar. 7 and Mar. 9) – **21st century II: Dismantling the masterful houses of violence**
- Confronting the interlocking systems of militarism, sexism, racism, classism, and the age-old patterns of domination and submission.
- Course Reader pages 95-118

Week 11 (Mar. 14 and Mar. 16) – **21st century III: Occupying and liking the movement**
- Social media and @ctivism in the Occupy Movement and the Arab Spring, the global spread of nonviolence, and putting ourselves on the stage.
- Course Reader pages 138-145

Week 12 (Mar. 21 and Mar. 23) – **21st century IV: Drawing up the blueprints for peace**
- Consolidating the main patterns, capacities, and limitations of peace movement history, and brainstorming how we might agree on the “blueprints for peace”.
- Course Reader pages 146-150

Week 13 (Mar. 28 and Mar. 30) – **Conclusion: Teaching the movement to be unconquerable**
- The role of peace education in general, the significance of our peace-related learning experiences at the University of Waterloo, and the mysterious reservoir of hope.
  - March 30 – Movement essay due
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.

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. 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.

**Intellectual property**
Students should be aware that this course contains the intellectual property of their instructor and/or the University of Waterloo. Intellectual property includes items such as: (1) Lecture content, spoken and written (and any audio/video recording thereof); (2) Lecture handouts, presentations, and other materials prepared for the course (e.g. PowerPoint slides); (3) Questions or solution sets from various types of assessments (e.g. assignments, quizzes, tests, final exams); and (4) Work protected by copyright (e.g. any work authored by the instructor or used by the instructor with permission of the copyright owner). Course materials and the intellectual property contained therein are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**Accommodation for students with disabilities**
Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.
Quotes

Voices like ours are needed now more than ever for peace, for civil rights, for children, for a life on this planet, for our grandchildren. War is stupid. To bring about the changes we need in society, all of us must speak out and act.

– Muriel Duckworth (Canadian community activist)

At the end of the last century, the world’s airwaves and bookstores were full of material that looked back at what was called the most destructive hundred years in history. In reel after reel, and on page after page, we were shown the carnage, the awful cost, it was said, of defeating evil. But told only that way, the history of the century’s conflicts would reinforce a terrible fallacy: that only violence can overcome violence, that the struggles with the highest stakes have to be settled by force of arms. Yet if that were true, how was it possible that in the same century, rulers and oppressors having every conceivable advantage in violent force were pushed aside on every continent by people who did not resort to violence?


Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing.

– Arundhati Roy (Indian author and activist)

We have all known ourselves as people who live in harmony with our environment and cherish and protect our traditional homelands; we have all shared a belief that individuals and peoples must address each other in a spirit of respect and tolerance; we have all experienced outside encroachment upon our traditional homelands and we have striven to co-exist with other peoples and cultures in peace. Others’ hands have drawn boundaries between Canada and the United States. These arbitrary lines have not severed, and never will, the ties of kinship among our peoples. We are hereby resolved to affirm and to strengthen those bonds of mutual respect, cooperation and affection. As friends and allies, we Indigenous Peoples and Nations will go forward with greater strength and wisdom as we interact with other governments in our region, our hemisphere and our world.