

PACS 395: Peace and Conflict Studies Travel Course

Course Description from Undergraduate Calendar

A travel seminar of approximately three weeks in length, taught on location, which will involve travel to a region that has experienced conflict. Student preparation, in the form of readings and/or written assignments, will be required prior to departure. Regular lectures and interaction with persons who have worked for peace will be scheduled. Hands-on examples merging theory with practice will be emphasized. Possible locations include the Middle East, Central/South America, Africa, Asia.

Background and Rationale

There are a number of opportunities for students to gain valuable cross-cultural and international experience through various university programs, and service-learning/voluntourism organizations. These experiences offer great value and are a beneficial learning opportunity for students. There is an opportunity for PACS to develop a structure where students could identify other travel experiences that meet a set of criteria to determine eligibility for and at the same time be able to participate for PACS 395 academic credit. Examples of the trips that may be eligible for PACS 395 credit are Operation Groundswell, St. Jerome's trip to Peru, New World Community, and Me to We. Many civil society organizations will also run delegations to areas where they run programming (ie., Christian Peacemaker Teams, Witness for Peace) which are shorter in length, but are specifically designed as educational experiences. The ability to participate in such a delegation could provide an excellent networking, learning, and exposure opportunity to students.

Travel for PACS Credit

The Peace and Conflict Studies program believes that travel experiences present a valuable opportunity to expand students' capacity for learning and understanding the world. Simply put these experiences change students personal and global perspectives. This learning opportunity will generate increased global and cultural understanding as well as a greater understanding of self, and self in relation to systemic and local challenges to peace. The opportunity to participate in these travel experiences for credit will act in line with the PACS Mission as a catalyst to "...educate, invigorate and mobilize students to make use of conceptual and/or practical models to imagine and build a culture of peace between individuals, in our communities, among nations and around the world."

The heart of PACS 395 is engaging the way we process our experiences, in particular critical reflections on our experiences, and using these experiences to facilitate positive change. In travelling to different regions of the world students will be engaged in multiple levels of critical thinking and reflection. The option to gain PACS credit through travel, service-learning, or voluntourism programs comes with guided development of consciously thinking about and analyzing the student's experience within the context of conflict, violence and injustice.

Students enrolled in PACS 395 will be guided by the instructor before, during, and following their experience. Focus will be on exploring key social issues that impact peace, such as inequality, education, economic structures, resource extraction, development, and cross-cultural interactions.

Eligibility Criteria for Travel Experience:

Available to all UWaterloo students embarking on a travel experience of at least 10 days (not including travel time) to a region that fits within the following criteria:

- Travel locations and itinerary must focus in some way on peacemaking, peacebuilding, or conflict (ie: visiting a country recovering from conflict, or that has an active peace movement, or struggles with significant injustice)
- Travel plans must include an educational component where the cultural, social, economic, and political dynamics of the destination are explored

Course Requirements and Evaluation

Proposal for Travel Course, 10%

To have a travel experience qualify for PACS 395 credit, students must submit a proposal to the PACS department explaining how the trip fits within the criteria for PACS 395. Making the connections as to why the trip will fit within the values and goals of the PACS program is an important step in the student's preparation for the travel experience. Proposals are expected to be 5-7 pages in length and must be submitted well in advance of the departure date.

The proposal must include:

1. An outline of the travel experience and itinerary. This can be taken from the trip provider's materials with credit given to the source.
2. A detailed explanation of how the chosen travel experience meets the criteria for PACS 395 trips:
 - Travel locations and itinerary must focus in some way on peacemaking, peacebuilding, or conflict (ie: visiting a country recovering from conflict, or that has an active peace movement, or struggles with significant injustice)
 - Travel plans must include an educational component where the cultural, social, economic, and political dynamics of the destination are explored
3. A list of PACS courses taken previously and how they contribute to an understanding of the travel experience on a deeper level. It is recommended that students complete at least two PACS core courses before completing PACS 395.
4. A list of 3-4 learning objectives for the travel experience.
5. An annotated bibliography of 6-8 sources that will enhance the understanding of the context and issues that will be encountered on the trip. Annotations should be approximately 250 words.
6. A proposed topic for the research paper component.

Reflective Travel Journal, 40%

Students are required to keep a journal about their experiences throughout the travel experience. The journal should be synergistic in examining personal, organizational, and academic experiences on the trip. A learning journal involves regularly recording experiences, observations, and insights. It provides students with an opportunity to "make personal sense" of their journey, while also connecting this journey to aspects of their academic knowledge of Peace and Conflict Studies (PACS) themes, issues, and to readings selected for the course.

The length of the journal will depend on the length of the travel experience. Shorter experiences will require fewer journal entries, longer experiences will require more journal entries. For every two days of travel, students are expected to write 2-3 pages of reflection. This means that a trip of approximately two weeks will require a total of 15-20 pages of reflection; trips longer than two weeks will require a total of 15-30 pages of reflection; etc.

Reflective journal entries should include the following information:

- Date of entry and brief description of main activities in the time period
- Reflections on how the experience is seen relating to peace and conflict theory – e.g., is there a particular PACS course that applies to the current context?
- Reflections on personal growth in the student's understanding or experience
- Thoughts about how an article or book from the assigned readings impacts their experience, deepens their understanding, or helps present a new way of looking at a situation
- Connections to the readings identified in the standard PACS 395 reading list

Research Paper, 45%

The research paper will focus on a particular peace issue affecting the region that the travel experience is in. This assignment is not a summary or a review of the experience but rather it is an opportunity to engage and analyze what was witnessed within the context of a historical or theoretical analysis. The topic will be outlined in the student's initial proposal, and a more concrete paper topic will be determined in consultation with the instructor. The length of the research paper depends on the length of the travel experience. Longer trips will require shorter papers, shorter trips will require longer papers. A trip approximately two weeks will require a total of 10-15 pages; a trip longer than two weeks will require a total of 8-10 pages for your research paper; etc.

Participation, 5%

A participation evaluation form will be required from the trip leader that covers basic questions regarding the student's participation in the trip.

Required Readings

In addition to the readings included in the annotated bibliography for the trip proposal, and the readings that will be part of the research paper assignment, students are strongly encouraged to read from the following sources. It is expected that some of these readings be incorporated into the reflective learning journal assignment.

Peace and Cross-Cultural Work

Austin, Clyde N. *Cross-Cultural Reentry: A Book of Readings*. Abilene Christian University Press, 1986.

Eller, Jack David. *Violence and Culture: A Cross-Cultural and Interdisciplinary Approach*. Thomson Nelson, 2005.

Hess, J. Daniel. *The Whole World Guide to Cultural Learning*. Intercultural Press, 2006.

Kiser, Pamela Myers. *The Human Services Internship: Getting The Most From Your Experience*. Wadsworth Publishing Company, 2007.

Macdonald, Moira. *Making Volunteering Abroad a More Ethical Experience*. University Affairs, February 8, 2017. <http://www.universityaffairs.ca/features/feature-article/making-volunteering-abroad-ethical-experience/>

Travel and Voluntourism

Fair Trade Tourism. <http://www.fairtrade.travel/Home/>

Grothe, Stefanie. *Voluntourim. Intrinsic motivation or just CV building?* GRIN Verlag GmbH, 2015.

Hinele, Collinson, Richard, Cavalieri, Miller and Wintle. *Volunteer: A Traveler's Guide to Making a Difference Around the World*. Lonely Planet, 2013.

Johnston, Alison. *Is the Sacred for Sale. Tourism and Indigenous Peoples*. Earthscan, London, 2005.

McMillon, Cutchins and Geissinger. *Volunteer Vacations: Short Term Adventures That Will Benefit You and Others*. Chicago Review Press, 2012.

Robinson, M. and Picard, D. *Tourism, Culture and Sustainable Development*, Division of Cultural Policies and Intercultural Dialogue, Culture Sector, UNESCO. 2006.

Sustaining Tourism. <http://www.sustainabletourism.net/>

The Ethical Travel Guide. https://ethical.travel/?_ga=1.140574962.1347769275.1490816939

Weeden, C., and Boluk, K. *Managing Ethical Consumption in Tourism*. London: Routledge, 2014.

World Tourism Organization (UNWTO). <http://www2.unwto.org/>

Young, Ross. *Tie Up the Lion: An Insight Into Voluntourism*. BookBaby Publishers, 2016.

International Development and Social Justice

Moyo, Dambisa. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. New York: Farrar, Straus and Giroux, 2009.

Neufeldt, Reina C. *Ethics for Peacebuilders: A Practical Guide*. Rowman & Littlefield Publishers, 2016.

Sachs, Jeffrey. *The Age of Sustainable Development*. Columbia University Press, 2015.

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. Penguin Books, 2006.

Sen, Amartya. *Development as Freedom*. Anchor, 2000.

Canadian Business

Business Fights Poverty. <http://businessfightspoverty.org/>

Business and Human Rights Resource Centre. <https://www.business-humanrights.org/>

CorpWatch. <http://www.corpwatch.org/>

Lodge, George, and Wilson, Craig. *A Corporate Solution to Global Poverty: How Multinationals Can Help the Poor and Invigorate Their Own Legitimacy*. Princeton University Press, 2006.

Mining Watch Canada. <http://miningwatch.ca/>

UN Global Compact. <https://www.unglobalcompact.org/>

Wenger, Andreas and Mockli, Daniel. *Conflict Prevention: The Untapped Potential of the Business Sector*. Lynne Rienner Publishers, 2003.

Williams, Oliver F. editor. *Peace through Commerce: Responsible Corporate Citizenship and the Ideals of the United National Global Compact*. University of Notre Dame Press, 2008.

Health

Arya, Neil and Santa Barbara, Joanna, editors. *Peace Through Health: How Health Professionals Can Work for a Less Violent World*. Kumarian Press, 2008.

Donnelly, Peter D. and Ward, Catherine L., editors. *Oxford Textbook of Violence Prevention: Epidemiology, Evidence, and Policy*. Oxford University Press, 2015.

FXB Center for Health and Human Rights – Harvard University. <https://fxb.harvard.edu/>

Mann, Gruskin, Grodin and Annas, editors. *Health and Human Rights: A Reader*. New York: Routledge, 1999.

Murphy, Therese. *Health and Human Rights*. Hart Publishing, 2013.

USIP Special Report – Aids and Violent Conflict in Africa. 2001.

<https://www.usip.org/publications/2001/10/aids-and-violent-conflict-africa>

Environment

Berry, Thomas. *The Dream of the Earth*. Sierra Club Books, 1988.

Hopkins, Rob. *The Transition Companion: Making Your Community More Resilient in Uncertain Times*. Cambridge: Green Books, 2011.

Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed Editions, 2013.

Shiva, Vandana. *Water Wars: Privatization, Pollution, and Profit*. North Atlantic Books, 2016.

Gender

Cohn, Carol, editor. *Women and Wars*. Polity Press, 2012.