**COURSE DESCRIPTION**

This seminar is designed to facilitate a fourth-year integration process for PACS majors. Working together with the guidance of an instructor, students will reflect on the history, aspirations, and philosophical foundations of the peace and conflict studies field, while exploring the relationship between theory, research, and practice in key areas of peacemaking activity. Each student will also conduct a research project that relates to their own personal and/or professional development within the PACS field.

**What is a Seminar?**

The title of this course designates it as a *seminar*. In lecture classes, primary responsibility for the presentation of course material rests with the professor. A *seminar*, however, is organized differently as the following definitions attest:

- “a select group of advanced students associated for special study and original research under the guidance of a professor” (The Oxford English Dictionary)
- “a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions” (Webster’s Ninth New Collegiate Dictionary)

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If we would have new knowledge, we must get us a whole world of new questions.

Suzanne K. Langer (1941) *Philosophy in a New Key*, p.11
Because this is a seminar, responsibility for a successful learning journey is shared by all of us – students and faculty alike. Faculty responsibilities for the seminar include: 1) providing an overall structure and a core set of readings; 2) offering academic assistance, guidance, and commentary; 3) evaluating student work; and 4) supporting seminar participants in their pursuit of learning and professional development. Student responsibilities include: 1) being well prepared to discuss the readings; 2) completing the requisite formal and informal assignments on time; 3) actively engaging in class discussions and activities throughout class time.

Learning Objectives
Upon successfully completing this course you should be able to:

- Understand the core values that underpin peace and conflict studies (PACS) research and action;
- Understand the historical background of current discussions in the PACS field;
- Break a large project down into components;
- Understand the research process and be a more critical reader of research;
- Produce a research paper on a substantive topic of your choosing;
- Integrate aspects of PACS theory, practice and research;
- Discuss vocational and professional pathways for PACS graduates;
- Successfully participate in collaborative and collegial learning communities.

Required Text

COURSE REQUIREMENTS AND EVALUATION CRITERIA

1) Participation (10%): Ten percent of your grade is based on the quality of your active, “live body” participation in class, as expressed through thoughtful engagement with class discussions and exercises. Participation presupposes attendance and preparation (especially active reading!). It is manifest through: substantive contributions to discussions of key topics; sharing big ideas from your assignments; active, constructive engagement with other students in small groups organized to support research projects; completing various in-class assignments; and giving your undivided attention to the course experience. Please note well that because seminars require consistent participation from everyone, missing three or more sessions will likely result in the loss of all participation points. Processing email and other electronic messages during class discussions is a form of divided attention and will be taken into account when formulating marks for this part of the final grade.

2) Discussion Leadership (5%): Teams of students will be responsible for leading our discussions for weeks 2-6 and 8. Co-leaders will each provide five minute responses to the assigned material. Discussion co-leaders are expected to consult with one another before class in order to divide up responsibility for all of the readings that need to be covered during the same class session. The presentation should aim to generate a productive and engaged discussion of a specific reading by focusing on one aspect that you find to be particularly important, insightful, ambiguous or challenging. Please do not summarize a reading – summaries will not earn marks for leading the discussion.

3) Practice Assignments (10%): You will be required to complete five assignments over the term that are based on the assigned readings and require you to apply one or more of the skills
covered by the requisite readings. These assignments are meant to help you practice important research skills necessary for drafting the capstone project. Each assignment must be uploaded to LEARN by 2:15 p.m. on the due date to receive credit. Late assignments will not receive any points.

4) **Peer Review Assignment (10%)**: Two hard copies due in class on **December 2**. Generating high-quality, well-considered commentary on the work of others is every bit as important as learning to clearly express one’s own ideas. To encourage active engagement with the work of other students, each student is required to review another student’s semi-final draft paper and prepare a 3-4 page analysis that shall be given to both the author and the instructor (print 2 copies). A reading assigned week 8 provides guidance for how to give feedback; further guidance will be distributed in class. The purpose of the review is to help your peers improve their research by engaging their key claims and conceptual arguments. Focus on key claims and conceptual arguments, with relevant page numbers included. Be specific (include page numbers). Try to balance affirmation and critique in a manner that will help your colleague refine arguments, support analysis, and hone writing skills.

5) **Capstone Project (65%)**: Sixty-five percent of your final grade is derived from a *capstone project* on a topic that is closely related to your academic and/or professional interests. This project will include the following components: a *research proposal*, an *annotated bibliography*, a *semi-final draft*, a *class presentation*, a *final draft*, and a *response to peer review*. Each component is weighted differently, as described below:

   a) **Research Proposal (5%)**: A three page research proposal uploaded to LEARN by 11:59 PM Friday **October 4**. This assignment is designed to support your project development process. The proposal should include: a) an account of the problem or issue area you would like to investigate, b) a statement about why it is important (drawing on literature), c) one or more guiding research questions, d) an overview of your research approach, and d) a preliminary bibliography for your research project, with references to both books and journal articles.

   b) **Annotated Bibliography (5%)**: Due on LEARN by 11:59 PM Friday **October 27**. This will be a 3-4 page annotated list of sources you regard as most critical for the development of your paper, complete with annotations for each item. Further details about this assignment will be provided in class.

   c) **Semi-final Draft (5%)**: This “semi-final” draft of your paper needs to be uploaded to Learn by **November 22** (by 11:59 PM). It should be at least 22 pages in length. Timing is critical, as this draft is the basis for the peer-review assignment. Grading for the semi-final draft will be based on the overall completeness, development and readability of the submission. Grading on finer points (e.g. how convincing is the analysis? How reliable are the sources?) will be reserved for the final draft.

   d) **Class presentation (5%)**: As an integral part of the capstone project, each seminar participant is required to give a 10-15 minute presentation during one of the last four class sessions. This presentation will center on your topic and depending on when you present, you may discuss your research as a work in progress (Nov.) or as a finished project (Dec. 2). The purpose of this presentation is to share information about your topic, as well as discuss your findings and knowledge at that point, and make reference to a short, assigned reading of your choice. Select the reading (20 pages max.) and post to LEARN at least one week in advance of the week in which you present, for other students to read. The presentation may be accompanied by a handout or Powerpoint/Prezi presentation to help communicate key ideas and insights.
e) **Final Draft of your Paper (40%)**: Due on LEARN or in hard copy at the CGUC front desk **December 9** by 5 pm. This is a **25-page research paper** that explores a significant peace-related issue and responds to your key interests. The paper should include insight into the scale, scope, significance, and dynamics of an issue of importance to you, as well as commentary on the implications of your analysis. Taking comments from the peer review into account, draft a paper of very high quality that can be considered for presentation at conferences or for an undergraduate publication. Details will be discussed in class. Include a **signed ethics statement** on your final capstone paper: “I am familiar with the UW Academic Policy on academic ethics and affirm that this paper meets the university’s standards of academic integrity” (add your signature).

f) **Response to Peer Review (5%)**: Also due **December 9** (by 5pm) attached to the final draft of your paper. The purpose of this two page writing assignment is to reflect on the value of the peer review comments that you received. Highlight the helpful aspects of the review, aspects you may have disagreed with, and discuss what you learned from the peer review process.

**LEARN.** Important course announcements and materials will be posted on LEARN. If you encounter difficulties in accessing our course website contact learnhelp@uwaterloo.ca. Also, please be sure that the email address listed under your name in LEARN is an address you check regularly.

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<thead>
<tr>
<th>Assignments</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Assessed continuously</td>
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<tr>
<td>Discussion Leading</td>
<td>5%</td>
<td>To be determined</td>
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<tr>
<td>Practice Assignments</td>
<td>10%</td>
<td>Five (5) times throughout term</td>
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<tr>
<td>Research Proposal</td>
<td>5%</td>
<td>October 4</td>
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<tr>
<td>Annotated Bibliography</td>
<td>5%</td>
<td>October 25</td>
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<tr>
<td>Semi-Final Draft of Research Paper</td>
<td>5%</td>
<td>November 22</td>
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<tr>
<td>Peer Review Assignment</td>
<td>10%</td>
<td>December 2</td>
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<tr>
<td>Class Presentation</td>
<td>5%</td>
<td>To be determined</td>
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<tr>
<td>Final Research Paper &amp; Response to Peer Review</td>
<td>40% &amp; 5% respectively</td>
<td>December 9</td>
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**PACS Research Support:** The library has created a subject guide to help you carry out peace-related research. You can access this guide at **Subject Guides**. 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. If you are interested in knowing what some other PACS students have researched, check out the abstracts posted on the **PACS 401 abstracts webpage**.

**The Writing Centre:** The Writing Centre works across faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their discipline. Writing Centre staff offer one-on-one support. Check out their website for more information.

**Appropriate Use of Laptops, Phones, etc:** Please 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 participate. All students are expected
to comply with a simple principle: if it might distract someone sitting beside you or near you and does not relate directly to what we are covering in class, save it for later. During class presentations and discussions, please give others your full attention.

Assignment Late Penalties: Please note that late assignments will be automatically assessed a penalty of 5% (same penalty for the first 24 hour period) with an additional 1% penalty assessed for every additional day the assignment is late. A valid medical document is required for illness as noted above. If you are concerned about an assignment, please do come and talk to me in advance of the deadline. Please do not make the mistake of failing to submit an assignment. Deadlines are important, but I am willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

Additional Considerations
As we progress through the term, please remember:

- What we get from an experience depends on what we put into it. Preparation for class (completing reading and writing assignments on time) 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. Learning becomes a communal rather than a solitary endeavor.
- The subject matter covered by Peace and Conflict Studies courses is often viewed from multiple perspectives. Disagreement is a good thing when it enables you to develop an enhanced understanding of material and perspectives. What matters most is our willingness to engage one another with respect and integrity.
- Collaborative learning requires preparation, self-expression, and a commitment to active listening. Active listening is a communication skill that we develop when we hear the experiences and awareness behind the words, opinions, and ideas that people use. When we practice active listening, we begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. In the process, we test and refine our own ideas and those held by others.

COURSE SCHEDULE

Week 1 (Sept. 9): Beginnings
What brings you here? What do we hope to accomplish individually and collectively? What is the promise of this course? Why do you want to do research? What do we each need to contribute to create a successful fourth year PACS learning community?

Week 2 (Sept. 16): Mapping and Locating Ourselves in Peace and Conflict Studies
What are the roots of contemporary peace and conflict studies research? How would you describe the field to a non-PACS professor or potential employer? How has the field changed over time? What questions, issues and concepts does the field typically address? Where do your interests fit?

Required Reading:

• Booth et al. 2016. The Craft of Research Part 1 ("Research, Researchers, and Readers"), prologue and chapter 1 (pp. 3-15) and chapter 2 (pp.16-26).

Written Work:
• Upload Assignment #1 to LEARN by 2:15 p.m.
• Bring a hard copy of Assignment #1 to class.

Week 3 (Sept. 23): Developing Research Questions
What are some problems or issues you would like to research? What conversations or problems (conceptual or practical) do you find interesting or powerful? Alternatively, what concrete event or situation do you find compelling and why? What projects might be “doable” and “worth doing”? What questions will guide our projects this term?

Required Reading:
• Booth et al. 2016 The Craft of Research “Part 2 Asking Questions, Finding Answers”, read the prologue and Chapter Three “From topics to questions” (29-48), Chapter Four “From Questions to a Problem” (49-64) and Chapter Five “From Problems to Sources” (65-84).
• Joli Jensen, “Struggling to find a project that excites you? Follow the lilt.” (E-Reserves).

Written Work:
• Upload Assignment #2 to LEARN by 2:15 p.m.
• Bring a copy of Assignment #2 with you and be prepared to describe two potential research projects.

Week 4 (Sept. 30): Research as Conversation
How can we gain new insights and develop deeper understanding of our research topics? Which conversation is your research joining? How can we better explore the literature and gather relevant information? How do we identify and check our assumptions?

Required Reading:
• Neufeldt, Reina and Rich Janzen. 2019. “Learning from and with Community-based and Participatory Action Research: Constraints and Adaptations in a Youth-Peacebuilding Initiative in Haiti” DRAFT article on LEARN.

Guest Speaker: Laureen Harder-Gissing, Conrad Grebel University College Librarian and Archivist

Recommended:
• Melissa Zimdars “Fighting Fake.” In the Chronicle of Higher Education (access on campus).

Written Work:
• Upload Assignment #3 to LEARN by 2:15 p.m.
Bring a copy of your notes on a key source in hard copy to class.

Upload Research Proposal to LEARN by 11:59 PM Friday October 4.

Week 5 (Oct. 7): Constructing Arguments and Making Claims
What arguments and positions are central in your area of inquiry? What is the (tentative) main argument of your project? What positions and viewpoints or conditions does it contradict or problematize? What arguments and claims are you building on, extending, or refining? What counts as evidence for your claims? What evidence will the project draw on? What is the strongest counter-argument to what you are proposing?

Required Reading:
- University of Leeds Library. Annotated Bibliographies. Link available on LEARN.

Written Work:
- Upload Assignment #4 to LEARN by 2:15 p.m.

Oct. 14: No Class – Thanksgiving

Week 6 (Oct. 21): Drafting, Writing and Communicating Findings
How do we persevere and keep focused? What goes into good academic writing? How do we write in a clearly and effective way?

Required Reading:
- Booth et al. 2016. The Craft of Research, Part IV, prologue and chapter 12 “Planning and Drafting” (175-188), chapter 13 “Organizing your Argument” (189-199), chapter 16 “Introductions and Conclusions” (232-267) and “last considerations” (271-274)

Recommended Reading:

Written Work:
- Upload Assignment #5 to LEARN by 2:15 p.m.
- Annotated Bibliography due on LEARN by 11:59 PM Friday Oct. 25.

Week 7 (Oct. 28): Research Coaching Meetings
10-minute meetings

Week 8 (Nov. 4): Personal and Professional Pathways
What experiences and values have shaped your interest and work in peace and conflict studies? What kinds of contributions would you like to make in the next twenty years? What are some of the professional pathways that exist for PACS students? How do research, practice and theory connect in work settings?

Required Reading:
• Skills Map at Leeds for Life, University of Leeds, UK.

Recommended:
• John Paul Lederach interview posted on “Beyond Intractability”
• PCDN Resource guide page

Week 9 (Nov. 11): Presentations I

Required Reading:
• TBA by presenters

Listening to Presentations:
• During class, complete feedback forms responding to each presentation. The purpose is to provide constructive feedback on the content and delivery of the presentation, and on the accompanying handout. Attending class, assisting with tasks where asked (e.g. timing presentations or tracking feedback) and handing in intelligible feedback forms covering all presentations will earn you full credit for this part of your participation grade.

Weeks 10 (Nov. 18): Presentations II

Required Reading:
• TBA by presenters

Written Work:
• Upload Semi-final Draft by 11:59 PM on Friday, Nov. 22.

Week 11 (Nov. 25): Presentations III

Required Reading:
• TBA by presenters

Week 12 (Dec. 2): Seminar Presentations IV and Wrap-Up
What have we learned from our research? What do we take with us from our PACS studies?
Required Reading:
- TBA by presenters

Written Work:
- Peer Review Assignment due in class Dec. 2 at 2:30 p.m.

The final version of your Research Paper and your Response to Peer Review is due by 5 pm on Monday, December 9 on LEARN (you may also choose to hand in a hard copy at the Conrad Grebel Reception Desk – if you choose this option, be sure to also email me a copy of your abstract).

NOTES FOR YOUR ATTENTION:

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

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. Check the Office of Academic Integrity website for more information.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] 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 instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences 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.

Accommodation for Students with Disabilities
Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 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 AccessAbility Services at the beginning of each academic term.
**Mental Health Support:** All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

**On Campus**
- **Counselling Services:** counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- **Health Services Emergency service:** located across the creek form Student Life Centre

**Off campus, 24/7**
- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- **Grand River Hospital:** Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of Arts website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

**The land on which we meet**

PACS as a discipline is committed to the pursuit of peace based on a foundation of justice. In Canada, we are coming to terms with the legacy of colonialism – an important PACS issue, which also involves the land on which we meet. The University of Waterloo and Conrad Grebel University College are located on the traditional territory of the Neutral, the Anishinaabeg and the Haudenosaunee peoples. Most of us live and work on what is known as the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers (six miles) on either side of the Grand River. If you’re interested in learning more about the history and potentially doing some research on this topic, there are helpful links at the University of Waterloo Faculty of Arts website. Or, check out the Waterloo Indigenous Student Centre resources and events.