PACS 401: Senior Research Seminar
Winter 2017
Conrad Grebel University College, University of Waterloo
Wednesday, 11:30 am-2:20 pm, Room 1301

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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.

Special Note
The title of this course designates it as a seminar, not a class. In ordinary classes, primary responsibility for the presentation of course material rests with the professor. A seminar, however, is organized differently, as the following definitions of the term attest:

- “a small group of students, esp. at a university, meeting to discuss or study a particular topic with a teacher” (*The Canadian Oxford Dictionary*)
- “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*)

Because this class is a seminar, responsibility for a successful learning experience is shared by all participants – students and faculty members alike. Faculty responsibilities 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.

* This description of a seminar’s character was inspired by commentary from Dr. J. R. Johnson.
Course Objectives

- To reflect on core values that underpin peace research and action;
- To enhance awareness of the historical background behind current discussions in the PACS field, and invite discussion about creative new ways to “carry the peace research tradition forward” in contemporary contexts;
- To encourage personal integration of PACS theory, research, and practice, and foster reflection on the diversity of approaches to peacemaking;
- To foster habits of collegial dialogue and collaborative inquiry among advanced PACS students;
- To support the development of expertise in a particular substantive issue area within peace and conflict studies;
- To prepare students to undertake theoretically informed, practice-relevant research projects;
- To refine research, writing, and presentation skills; and
- To provide a forum for discussing professional aspirations and vocational pathways of PACS graduates.

Required Readings

2) A number of additional readings are available online and through LEARN. These readings are preceded by an asterisk ("**") in the course schedule.

PACS Research Support

The library has created a subject guide to help you carry out peace-related research. You can access this guide at http://subjectguides.uwaterloo.ca/pacs. 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.

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.
Course Requirements and Evaluation Criteria

10% Attendance and Participation: Ten percent of your final grade will be based on the quality of your “live body” participation in class, as expressed through thoughtful engagement with class discussions. Participation presupposes both attendance and preparation (especially active reading!). It manifests through substantive contributions to discussions of key topics, through sharing “big ideas” from your talking points memos and assignments, through engagement with other students in “research teams” organized to support research projects, and through the completion of various in-class assignments (e.g., completing a brief written activity, recording feedback for students on their presentations). Note: because the success of this seminar depends on consistent participation from everyone, missing three or more sessions will likely result in loss of all participation points.

5% Discussion Leader Exercise: During each of the six sessions with assigned readings described on the course schedule (weeks 2-7), teams of students will serve as “discussion leaders.” After Prof. Funk has provided a brief survey of major issues raised by the readings, discussion leaders will be asked to initiate class discussion by sharing their own reactions to the material, in 10 minutes or less per person. Discussion 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. Each discussion leader will produce a concise handout (1-2 pp.) outlining major points from their assigned material, and provide a disciplined summary of these points using personal commentary and interpretation to provoke conversation.

10% Six Talking Points Memos: Each seminar participant is expected to submit responses to all assigned readings for six of the ten sessions with required readings (on three weeks of your choosing you are allowed to “take a pass”). These responses should consist of 1 or 2 substantive talking points per chapter or article assigned. This is your opportunity to “bring something to the seminar table,” by identifying themes that you consider worthy of debate, deliberation, clarification, or affirmation. Please precede each talking point with a single, italicized or bold-faced word that conveys the overall character of your response (for example, Affirm: ..., Contest: ..., Question: ..., Qualify: ..., Clarify: ..., Not sure: ...). The commentary provided should go beyond mere summarization of general themes or reaction to the author’s writing style. Each point should consist of one or two sentences that cogently engage key claims and conceptual arguments, with relevant page numbers included. These memos must be uploaded to the LEARN dropbox before the class session for which they are due. They will be graded on a scale of 1-10, but students who follow the above criteria closely are likely to receive scores in the 8-10 range. Late talking point memos will not be accepted, as their purpose is to facilitate preparation and enhance classroom discussion. Note: if you submit more than six memos, your score for this portion of your course grade will be derived from your six best submissions.

10% Peer Evaluation Assignment: Due in class on March 29. 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 critique that shall be given to both the author and the instructor (print 2 copies).

A template with specific guidelines for this activity will be provided in class. Note, however, that the written commentary should go beyond mere summarization of general themes or reaction to the author’s writing style. Focus on key claims and conceptual arguments, with relevant page numbers included. Propose ideas for the author to consider. Be specific. Remember that while it is not your job to challenge the author to make a major shift of focus or to re-conceptualize the paper to fit your own philosophical framework, it is helpful for scholars to receive impartial feedback. As you evaluate another student’s
paper, do your best to be affirming and helpful as well as honest about areas where improvements can be made. Try to balance affirmation and critique, in a manner that will help your colleague refine arguments and hone writing skills.

65% Capstone Project: Sixty-five percent of your final grade will be 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 evaluation. Each component is weighted differently, as described below:

1) **Research Proposal (5%)**: By 11:59 p.m. on Friday, **January 27**, you should upload a research proposal for your capstone project to LEARN. This assignment is designed to support your capstone project development process. The proposal should be **2-3 pages** in length, and should include: a) an account of the problem or issue area you would like to investigate, b) a statement about why it is important, c) one or more guiding research questions, d) a possible thesis or a “hunch” you want to test, and e) a preliminary bibliography for your research project, with references to both books and journal articles.

2) **Annotated Bibliography (5%)**: Due at 11:59 p.m. on Friday, **February 17**. This is a **2-3 page** 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.

3) **Semi-final Draft (5%)**: This “semi-final” draft of your paper needs to be uploaded to LEARN by 11:59 p.m. on Friday, **March 17**. It should be at least 22 pages in length. Timing is critical, as this draft is the basis for the peer-evaluation exercise (see p. 3). The late penalty is -20% per day.

4) **Class presentation (5%)**: As an integral part of the capstone project, each seminar participant is required to give a 10-15 minute presentation based on their research topic during one of our last four class sessions. Depending on the timing of your presentation, you may discuss your project either as a “work in progress” (if presenting on **March 1, 8, or 15**) or as a finished paper (if presenting on **March 29**). In this presentation you will share your personal interest in the topic as well as your perspective, knowledge, and findings, while making reference to a short, assigned reading of your choice (15 pp. or less) that must be posted in LEARN at least a week in advance for other students to read. The presentation may be accompanied by a PowerPoint presentation and/or a short handout designed to communicate key ideas and insights.

5) **Final Draft (40%)**: Due Monday, **April 10** at the Conrad Grebel Reception Desk, by 5:30 p.m. This will be a 25-page research paper that outlines a significant peace-related issue that defines your key interests, submitted in hard copy. The paper should include significant insight into the scale, scope, significance, and dynamics of an issue of importance to you, and as well as commentary exploring the practical and/or policy implications of your analysis. Taking comments from the peer review into account, attempt to draft a paper of very high quality that can be considered for presentation at conferences or for publication somewhere. Details considering layout and bibliography will be discussed in class.

6) **Response to Peer Evaluation (5%)**: Also due **April 10**, attached to the final draft of your paper. The purpose of this 1-2 page writing assignment is for you to reflect on the value of the peer evaluation that you received. Highlight both the helpful aspects of the evaluation and those you may have disagreed with, and comment on what you learned from the peer evaluation process.

**Note:** With the exception of work submitted through LEARN, marked assignments will be returned in class. Unclaimed assignments as well as final papers will be left at the Grebel Reception Desk for you to pick up at your own convenience.
Late Policy for Written Work
Students who contact Prof. Funk *well in advance* of a due date with information about realistic complications that will postpone completion of an assignment that is not “time critical” usually receive favourable consideration.

Although exceptions may occasionally be made to account for exceptional circumstances, a penalty will be applied to papers that arrive late without prior clearance. Here are our standard deductions for late work:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- 15 days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit an assignment. Deadlines are important, but the instructor is willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

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. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity) and the [Arts Academic Integrity webpage](https://arts.uwaterloo.ca/academic-integrity) 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](https://uwaterloo.ca/policy/sd/71). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/academic-integrity/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](https://uwaterloo.ca/policy/petitions-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](https://uwaterloo.ca/policy/72).

Accommodation for Students with Disabilities

*Note for students with disabilities:* The [AccessAbility Services](https://uwaterloo.ca/accessability) 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.

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.
Desire2Learn (LEARN) Learning Management System

Important course announcements will appear from time to time in the Desire2Learn learning management system. To access these announcements and make use of additional course resources in Learn (including posted files and dropboxes for various assignments), go to https://learn.uwaterloo.ca. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp@uwaterloo.ca. After you have successfully logged in, click on PACS 401 in the yellow “My Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

Appropriate Use of Laptops (and Other Gadgets)

Laptops, smartphones, and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable workstation, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. Unfortunately, these devices can also become a significant source of distraction, both for ourselves and others.

During class presentations and discussions, please give others the gift of your full attention and avoid activities that could divert us from the purpose of our meetings together (e.g., text messages, movie trailers, social media feeds). In all circumstances, consider the impact of extraneous electronic activities not just on your own learning, but also on those who are attempting to listen to presentations, watch class films, participate in discussions, or offer you their well-considered thoughts and opinions. Students are expected to comply with a simple principle: if it’s a non-urgent matter that might distract you or someone sitting near you, and does not relate directly to what we are covering in class, save it for later.

Additional Considerations

As we progress through the term, please remember:

- In academics as in life more generally, what we get from an experience depends on what we put into it. Preparation for class (completing reading and writing assignments on time, tracking world events) 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. We discover that learning is a communal rather than a solitary endeavor, and that each one of us is a resource for everyone else in the learning process.
- The subject matter covered by Peace and Conflict Studies courses is inevitably open to multiple interpretations. This means that you will not always agree with ideas presented in course readings, lectures, and discussions. In such cases, disagreement is often a good thing, so long as it enables you to develop an enhanced capacity to express where you stand in relation to others. What matters most is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.
- Collaborative learning requires not only preparation and self-expression, but also a commitment to active listening. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness behind them. When we practice active listening, we cease to merely debate and begin to sharpen the focus of our deliberations. We clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become a clear mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.
Course Schedule

Week 1 (Jan. 4): Meeting One Another and Defining Our Purpose
Who are we? Why are we here? Where are we going? And what can we learn with – and from – one another?

Week 2 (Jan. 11): Peace Work and Peace Writing
What are some of the different ways in which peace work and peace writing relate to one another? What motivates you to do research and writing on peace? What can we learn about both peace work and peace writing by reflecting on the lives of notable scholars and practitioners? What are some specifically Canadian opportunities for peace work?

Required Reading:
  - Part I (“Research, Researchers, and Readers”), pp. 1-26 (Chapters 1-2).

Written Work:
- Upload Talking Points Memo #1 to LEARN by 11:30 a.m.
- Write up a list of three possible research topics for this term and bring it to class (hard copy).

Week 3 (Jan. 18): Research Questions
What are some current topics that call out for more research? Are there gaps in the existing knowledge? What sort of projects might be both “doable” and “worth doing”? What questions can guide our projects this term? Where can we find the sources we will need to answer these questions?

Required Reading:
  - Part II (“Asking Questions, Finding Answers”), pp. 27-84 (Chapters 3-5).

Written Work:
- Upload Talking Points Memo #2 to LEARN by 11:30 a.m.
- Tentatively settle on a “peace problem” to investigate this term, and bring a one-paragraph description of this problem to class (hard copy).
Week 4 (Jan. 25): Peace Research: Carrying the Conversation Forward
What peace research accomplished so far, and what are some worthy goals for the future? How do our own interests help to carry past conversations forward? In what ways do some of our interests represent newer departures or developments? What are our plans for exploring the literature, gathering relevant information, and testing our assumptions?

Required Reading:
  o Part II (“Asking Questions, Finding Answers”), pp. 85-104 (Chapter 6).
  o Part II (“Making an Argument”), pp. 105-131 (Chapters 7-8).

Guest speaker: Laruen Harder-Gissing, Archivist-Librarian at Conrad Grebel University College

Written Work:
- Upload Talking Points Memo #3 to LEARN by 11:30 a.m.
- Upload Research Proposal to LEARN by 11:59 p.m. on Friday, Jan. 27.

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Week 5 (Feb. 1): Theory, Research, and Practice
How do theory and research inform practice – and vice versa? How do (and can) experiential and formal knowledge relate to each other? What are some potential applications of research and training in peace and conflict studies?

Required Reading:
- Booth et al. The Craft of Research.
  o Read pp. 50-54.

Written Work:
- Upload Talking Points Memo #4 to LEARN by 11:30 a.m.

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Source: www.cooperationcommons.org
Week 6 (Feb. 8): Writing
What goes into good academic writing? How can we refine our skills, and persevere to see the task through in a meaningful and effective way? How can we keep our focus on what is most essential?

Required Reading:
- Booth et al. The Craft of Research.
  - Part V (“Some Last Considerations”), pp. 271-274.

Written Work:
- Upload Talking Points Memo #5 to LEARN by 11:30 a.m.

Week 7 (Feb. 15): Making a Contribution
What animates our work, and how can we communicate our knowledge of and passion for a subject? What are our gifts, and how can we continue to develop and apply them “over the long haul”? What are some effective ways of giving and receiving feedback? What sort of contributions do we aspire to make?

Required Reading:

Written Work:
- Upload Talking Points Memo #6 to LEARN by 11:30 a.m.
- Upload Annotated Bibliography to LEARN by 11:59 p.m. on Friday, February 17.

No Class on Feb. 22 – Reading Week
Week 8 (Mar. 1): Presentations (I)

Required Reading:
- TBA (selected by presenters).

Written Work:
- Upload *Talking Points Memo* #7 to LEARN by 11:30 a.m.
- During class, complete *feedback forms* responding to each of this week’s presentations.

Note on Feedback Forms: During the last four course meetings, you will produce written feedback for your fellow students. This exercise is intended to provide constructive feedback on the content and delivery of the presentation, and on the helpfulness of the accompanying handout. Simply attending class and handing in a bundle of intelligible feedback forms covering all presentations will earn you full credit for this component of your participation grade.

The Haldimand Treaty of 1784 (http://www.sixnations.ca/Lands Resources/HaldProc.htm)

The University of Waterloo stands on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.
Week 9 (Mar. 8): Presentations (II)

**Required Reading:**
- TBA (selected by presenters).

**Written Work:**
- Upload *Talking Points Memo #8* to LEARN by 11:30 a.m.
- During class, complete *feedback forms* responding to each of this week’s presentations.

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Week 10 (Mar. 15): Presentations (III)

**Required Reading:**
- TBA (selected by presenters).

**Written Work:**
- Upload *Talking Points Memo #9* to LEARN by 11:30 a.m.
- Upload *Semi-final Draft* to LEARN by 11:59 p.m. on Friday, March 17, and *send a copy* to your designated peer reviewer by email.
- During class, complete *feedback forms* responding to each of this week’s presentations.

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Week 11 (Mar. 22): No Class (work on peer evaluation assignment)

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Week 12 (Mar. 29): Presentations (IV)

**Required Reading:**
- TBA (selected by presenters).

**Written Work:**
- Upload *Talking Points Memo #10* to LEARN by 11:30 a.m.
- *Peer Evaluation Assignment* due in class at 2:30 p.m.
- During class, complete *feedback forms* responding to each of this week’s presentations.

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*Final Draft of Paper & Response to Peer Evaluation* due by Monday, April 10 – Conrad Grebel Reception Desk

Source: