

PACS 101

Peace is Everybody's Business

Fall 2020

Territorial Acknowledgement: We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Instructor:

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Contact information

Who and Why	Contact Details
<p>Instructor</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic in LEARN. This allows other students to benefit from your question.</p> <p>Questions of a personal nature can be directed to me.</p> <p>I will check email and the Ask the Instructor discussion* topic frequently and will make every effort to reply to your questions within 48 hours, Monday to Friday. When you email me, please begin the subject line with PACS 101 and then add a couple words about the topic of the message.</p> <p>I also intend to hold an optional class drop-in hour on Webex (widget on homepage and link on course schedule) each week (except Reading Week) on Mondays from 10:00 am – 11:00 am. This time is meant as a check-in opportunity. We may</p>

Who and Why	Contact Details
	<p>discuss course content or concerns, current events, or other relevant issues, as a group.</p> <p>*Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above in LEARN.</p>
<p>Technical Support</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation</p>
<p>Student Resources</p>	<p>Student Resources</p> <ul style="list-style-type: none"> • Academic advice • Student success • WatCards • Library services and more

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Course description

This course explores ways in which individuals and groups from multiple sectors of society have contributed to peace by engaging conflict constructively and advancing social justice. Attention will be given to the diversity of peacemaking approaches, and to interpersonal and intergroup as well as international applications.

Context for PACS 101 Peace is Everybody's Business

Peace is fragile. While challenging to build, and often requiring conscious, intentional, and tenacious work, it can easily be destroyed. The work of creating and rebirthing a more fully peaceful, stable, and democratic society is a never-ending task. It requires the collective efforts, energies, and imaginations of every sector of society, working together on manifold levels, in thousands of jobs, in innumerable ways both large and small. Only when each person and each sector contribute appropriately and creatively to this effort can a more genuinely peaceful society result. This introductory course will explore the complex and multifaceted nature of everyday, practical peace, by analyzing the core values that lead to peace. It will explore models that explain how conflict and peace occurs in society and encourage you to consider how all sectors of society contribute to peace.

Course Image and Metaphor

Prevent, Resolve, Contain

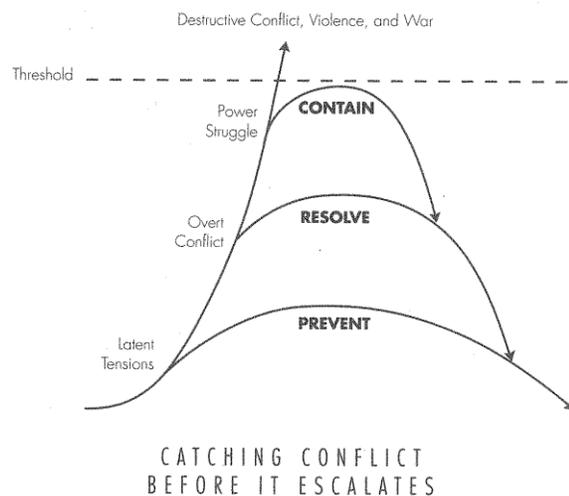


Figure 1: From William Ury, *The Third Side*, (Toronto: Penguin Books, 2000), 113. *Catching Conflict Before it Escalates*

Conflict is part of life. Tensions can be creative, but if not managed, they can become destructive. There is the potential for conflict in almost every human interaction. However, most conflicts are prevented because of the peaceful choices of both the participants and those

who observe what is going on. As conflict escalates and becomes more overt, the need for active involvement by outsiders to help resolve it emerges. When strategies for prevention and resolution fail, we need forceful actors to contain the conflict so as few people as possible get hurt. Conflict is contained or resolved so that, in the end, strategies preventing the cycle may be re-engaged. As we proceed through the course, we will consider how all of us can be involved in preventing, resolving, or containing conflict, hence building peace.

Stone Soup



Figure 2 Illustration from Forest and Gaber, *Stone Soup*¹

Peacebuilding not only involves models like the one from our Ury text above, but the need to hear and tell stories. The folk tale, *Stone Soup*, tells how ingenious hungry strangers help a fearful community open up to them and to each other by making “stone soup.” The magic is in how everyone is inspired to contribute something to the pot – even out of the little they have. Everyone has something to contribute to the “business of peace.”

Learning outcomes

By the end of the term, you should be able to:

- Define essential terms used in peace and conflict studies
- Explain core concepts and models that undergird the study of peace and conflict
- Explain how our values and beliefs influence our understanding of peace
- Describe your role and responsibility in contributing to a more peaceful and just community, nation, and world
- Develop an image of peace and explain it
- Construct an annotated bibliography of sources related to peace and a career

¹ Heather Forest and Susan Gaber, illustrator. *Stone Soup*, August House Littlefolk, 2000.

- Apply concepts of peace and conflict to a specific career

Evaluation

Activities and Assignment	Weight	Due Date
Arts and Peace	5%	Initial: Monday, September 14 Final: Monday, December 7 at 11:59 pm
Quizzes (3) (varying weights)	10%	Mondays at 11:59 pm when required
Weekly Reflections (7/10)	10%	Mondays at 11:59 pm Weeks 2-11
Group Discussions (3)	15%	Mondays at 11:59 pm at the end of weeks 4, 6, 8
Career Assessment Assignments	40%	Various components and due dates, see below
Course Reflection Assignment	20%	Monday, December 14 at 11:59 pm

Textbooks and Readings

Required Texts

Legge, Matthew. *Are We Done Fighting? Building Understanding in a World of Hate and Division*. Gabriola Island, BC: New Society Publishers, 2019.

Schirch, Lisa. *The Little Book of Strategic Peacebuilding. A Vision and Framework for Peace and Justice*. Intercourse, PA: Good Books, 2005.

Other Required Readings

Available (through Course Reserves or posted on/linked from LEARN).

Please note that the citation style largely follows Chicago Style. However, for accessibility, the links that are normally added in full at the end of citations for internet-based articles are embedded in the text itself to make the document accessible.

Ewert, Lowell. "Law and Peace." In *Peace is Everyone's Business*, edited by Lowell Ewert and Frederick Bird, 380-401. Unpublished manuscript submitted for publication to Information Age Publishing, Charlotte, NC, anticipated publication date of February 2021. *Posted on LEARN*

Fishman, T. [*The Fundamental Values of Academic Integrity*](#). 2nd ed. Clemson, S.C.: International Center for Academic Integrity, n.d. *Linked from LEARN*.

Haines, Chad and Yasmin Saikia. "Conclusion : Looking Ahead, People and Peace in the Future." In [*People's Peace: Prospects for a Human Future*](#), edited by Yasmin Saikia and Chad Haines, 268-284. Syracuse, New York: Syracuse University Press, 2019. *Course Reserves*.

Klassen, Mary Lou. "Teaching About Peace: Honouring Experience and Values." In *Peace is Everyone's Business*, edited by Lowell Ewert and Frederick Bird, 307-332. Unpublished manuscript submitted for publication to Information Age Publishing, Charlotte, NC, anticipated publication date of February 2021. *Posted on LEARN*

Lederach, John Paul. "Reconciliation." In *Building Peace : Sustainable Reconciliation in Divided Societies*. Washington, D. C.: United States Institute of Peace Press, 1997. *Course Reserves*.

Reimer, Laura E. et al. "Introduction to the Field of Peace and Conflict Studies." In *Transformative Change : An Introduction to Peace and Conflict Studies*, 1-16. New York: Lexington Books, 2015. *Course Reserves*.

["Universal Declaration of Human Rights."](#) United Nations. (December 10, 1948).. *Linked from LEARN*.

Ury, William. ["The Third Side."](#) Accessed September 5, 2020. *The following pages from this website will be linked from LEARN:*

["An Overview of the 10 Roles."](#) Accessed September 5, 2020.

["The Third Side is Everywhere."](#) Accessed September 5, 2020.

["Three Opportunities."](#) Accessed September 5, 2020.

["What is the Third Side."](#) Accessed September 5, 2020..

Westley, Frances, Brenda Zimmerman, and Michael Quinn Patton. "Getting to Maybe." In *Getting to Maybe: How the World Changed*, 29-53. Toronto: Vintage Canada, 2007. *Course Reserves*.

Williams, Kayanesenh Paul. "About Names," "Ohe'n:ton Karihwatékwen: Words Before All Else," and "Introduction." In [*Kayanerenkó:Wa: The Great Law of Peace*](#), ix-23. Winnipeg, MB: University of Manitoba Press, 2018. *Course Reserves*.

Booklook info

For your convenience, you can compile a list of required and optional course materials including both print and digital formats, through [UWaterloo BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and need support, please contact the W

Store by email wstore@lists.uwaterloo.ca, by local phone +1 519-888-4673 or by toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

You can also purchase e-versions of the texts online. Both Legge's, *Are We Done Fighting*, and Schirch's *Strategic Peacebuilding* are available through www.amazon.ca.

Note that e-versions of the two textbooks are also available through [Course Reserves](#).

Course Reserves Information

Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page. If the link in LEARN does not work, you can login directly to [course reserves](#) with your UWaterloo userid and password.

Process through the course

Definition of a Course Week

Each semester week runs from Tuesday at 12:00 am to the following Monday at 11:59 pm. Reading week is an exception where Week 5 (over Reading Week) runs from Tuesday, October 6 to Monday, October 19.

Check-in regularly

It is imperative that you **check the Course Announcements** (accessed through the Announcement widget on LEARN PACS 101 home page) frequently. Announcements will update you on your progress through the course. They will link you to the week's instructions and course materials for the week.

You will also need to **check** your @uwaterloo.ca **email** addresses for personal correspondence that I may send you. We cannot communicate officially through personal email addresses.

While I will not necessarily make comments on each assignment or discussion post, please make sure to **check the feedback** sections of each assignment in case I have posted specific comments.

Weekly Activities

Each Tuesday by 9:00 am, the following week's outline of activities will be available. It will detail the week's readings to complete, videos to watch, and the assignments to complete. Some weeks will also provide you with optional activities including other readings or videos. I will attempt to include due dates for relevant assignments, but it is wise to also check the syllabus as the final authority.

Each week will involve various activities and usually include the following components:

- Assigned readings from the [required texts, course reserves, or posted to/linked from LEARN](#).
- Posted lecture videos or other video links to watch.
- An invitation to submit a [personal reflection](#) (Weeks 2-11) or an [arts activity](#) (Weeks 1 and 12).
- Additional assignments according to the schedule.

The exception to above pattern will be from November 10 – November 30 (Weeks 9-11) where you will focus on completing assignments related to your [Career Assessment](#).

Assessment and Assignment details and instructions

General Instructions

Citation Style

[Chicago Style, Notes and Bibliography](#) is the required style in this course. Peace and Conflict Studies draws from many disciplines that use different citation styles. While not a hard and fast rule, PACS courses generally encourage Chicago Style. A helpful source with useful examples is available from [Purdue University's Online Writing Lab](#). Make sure you open the underlying tabs for information and examples on many kinds of works including web sources. There are also other Chicago Style guides available through the [UWaterloo library](#).

Dropbox Submission Requirements

There will be four assignments you will complete and submit to a dropbox. All written submissions to the Dropbox must be in either MS Word or PDF documents. They must be double-spaced, 11 or 12-point font, and include one-inch (2.5 cm) margins. Pages must be numbered and include your name in the header or footer (e.g. Klassen, 3). The first page must be a Title Page, even for shorter assignments. Use a spell checker with the awareness that English has many homonyms. Reread your work before you submit it.

Late assignments

Assignments must be submitted when due. Assignments submitted late will be subject to the following deductions:

- 5% for the first day (24 hours)
- Additional 5% for the rest of the first week (days 2-7) (total 10%)
- Additional 10% for anything submitted after one week (total 20%)

Please be in touch with me at least 24 hours PRIOR to the assignment due date if you need an accommodation. If you are ill, please communicate as quickly as you are able. A medical note may be required for an accommodation.

Accessibility

Please note that if you require specific ongoing academic accommodations due to disability, please be in touch with the [Accessibility office](#) as soon as possible.

Assignment Details

Arts and Peace (5%)

During the first and last week of the course you will engage with each other by submitting a piece of art that makes you think about peace or its lack. As we seek peace and try to understand conflict, it is often through stories, images, songs, theatre, film etc. that we communicate our deepest understandings. So often the meaning of peace cannot easily be put into words. To that end, the following assignments will book-end our course.

1. *Initial image of peace*

Due no later than Monday, September 21 at 11:59 pm. During the first week (strongly encouraged), but by the end of Week 2 (due date) you will introduce yourself to the class in a class discussion board. That post will include some brief data about yourself and a link to an image, piece of art, piece of music, TV show, internet meme, poem, short or children's story etc. that represents your feelings about peace, or its lack, at this moment. You will provide (or link to) the item along with a brief description (no more than 150 words) of its meaning to you. If you like, you may instead create a no more than 90 second (1.5 minute) video that you upload or link to, to explain the same content. Worth 2/5 or 2% of your final grade.

Note: You must state if the piece is your own. If it is a piece created by you, state its approximate date of production and any other relevant information (eg. if a photograph, the place you took it). If the piece is not your own, you must cite it in [Chicago Style](#) with full reference details.

2. *Final image of peace*

Due no later than Monday, December 7 at 11:59 pm. During the last week of class, you will submit a second piece that represents your understanding of peace as you leave the course. That post will include a brief reference to your initial post, and then a link to new image, piece of art, piece of music, TV show, internet meme, poem, short or children's story etc. that represents your feelings about peace at the end of the course with a description of what may have changed (if it did). You will provide the item along with a brief description (no more than 300 words) of its meaning. If you like, you may instead create a no more than two-minute video that you upload to explain the same content. Worth 3/5 or 3% of your final grade.

Note: You must state if the piece is your own. If it is a piece created by you, state its approximate date of production and any other relevant information (eg. if a photograph, the

place you took it). If the piece is not your own, you must cite it in Chicago Style with full reference details.

Quizzes (10% of overall grade) – due by 11:59 pm on Mondays.

There will be three quizzes of varying weights in the course. These are designed to test your understanding of core concepts. While the quizzes are timed, you will have two chances to take the quiz; the highest grade is counted.

1. Quiz 1 will test your reading of the syllabus. It will be available from the start of class but due by Monday, September 21 at 11:59 pm. However, you are **encouraged to complete it by Monday, September 14**. Worth 1/10 or 1% of your final grade.
2. Quiz 2 will be available from Friday, September 18 at 12:00 am to Monday, September 21 at 11:59 pm. It will test your understanding of the required readings and the online lectures for Week 2. Worth 4/10 or 4% of your final grade.
3. Quiz 3 will be available from Friday, November 6 at 12:00 am to Monday, November 9 at 11:59 pm. It will test your knowledge of various diagrams used in the course (and from the readings/lectures that week) that help to explain PACS concepts. Worth 5/10 or 5% of your final grade.

Personal Learning Reflections (10% of overall grade; 7/10 highest grades count) – due by 11:59 pm on Mondays.

During weeks 2-11 you will have a chance to write about your learning in the course, set up as long-answer quiz responses. You will be given one or two questions each week as a prompt for your writing. The prompts may be generic, or more specific to the content of the week, or they may be a specific assigned task. You will be expected to submit one (1) reflection per week. Each written reflection will be no more than two (2) paragraphs (approximately 150-225 words). Longer reflections may be downgraded. (For an idea of length, you will find that the two paragraphs in the sections under, [Course Image and Metaphor](#) above, amount to 212 words.)

While there are ten (10) opportunities to submit a reflection, seven (7) are required. In other words, the top seven will be averaged for your final reflections grade out of 10%. Nevertheless, you are encouraged to submit as many as possible. The reflections become a record of your learning to which you will refer at the end of the course for the final assignment. You can choose which reflections to submit, except during Week 3 where that reflection is required as it will indicate the choice of career you intend to research for the [career assessment projects](#).

Reflections will be graded as 5/5, 2.5/5, and 0/5. 0/5 means nothing is submitted. Normally a grade of 5/5 will be awarded for a thoughtful, well-crafted submission. A 2.5/5 means that there is inadequate thought (e.g. only a couple of sentences) or it is clear you did not attend thoroughly to the week's learning activities. No late reflections will be accepted.

Group Discussions (15% of overall grade) – due by 11:59 pm on indicated Mondays.

There will be three two-week periods where you will work in online groups of four-five (4-5) people. While these groups are formed at random during the first week of the course, after the first three weeks, we may need to re-allocate some of you to other groups depending on how many students are in the course. Since discussions begin after Week 3, this may make little difference to you.

Discussion boards will be available for two weeks. You will submit an initial post on the topic indicated and then over the course of the discussion availability you will respond to two of your classmate's posts. Your initial discussion post where you respond to the question posed should be 175-250 words and should be submitted early within the two-week period of the discussion. Your response posts to two of the other members' initial posts should be between 100 and 150 words. All posts must be submitted by the indicated Monday at 11:59 pm. Some assignments may ask that you come to a group consensus or agreement. It is important, then, that you continue to check back on the progress of the discussion.

Career Assessment Report Assignments (40%)

Weeks 9-11 in the course will focus on applying concepts from the course to researching a career and grappling with how it relates to peace. While you are encouraged to work on this assignment throughout the course, these three weeks will be dedicated to your completion of this assignment. There will be no course-based reading assignments required for these weeks. It is expected that your reading will involve what you need to do for your career assessment assignments.

Another goal of these assignments is to help familiarize you with the technical requirements of citing sources as well as provide you experience with one tool (annotated bibliography) that may help you as you continue doing university level research.

The following is the list of assignments, and related requirements, set up to help you through the process. Further information and clarification will be provided on LEARN.

1. Reflection on Career Topic

By the end of Week 3, you will submit a reflection that will include a paragraph describing your career topic. This will be graded as one of your [Personal Learning Reflections](#) due on Monday, September 28, 11:59 pm.

2. Bibliography List

You will submit a Bibliography of five sources related to your research topic. You will also be required to provide an example of a footnote for each item. Both elements will be properly formatted in [Chicago Style](#). Types of sources required include one book, two-three journal articles and one-two websites. Three of the sources must be academic (journal article, book,

research reports that are found through the [University of Waterloo library site](#), or other academic search engines like [Google Scholar](#)), two can be credible websites or trade publications.

Since this assignment focuses on the technical aspects of creating footnotes and a bibliography, the focus of grading will be on assessing if the citations are done correctly. Less attention will be paid to the kinds of sources cited. This assignment will be submitted to a dropbox. Due Monday, October 19 at 11:59 pm. Please note that I will edit these in a detailed way and I expect you to improve the quality of your citations after this exercise. Worth 3/40 or 3% of the final grade.

3. *Annotated Bibliography*

By the end of Week 9 you will submit an annotated bibliography. An annotated bibliography builds on your technical citation skills and adds two more essential tasks related to research: the ability to briefly summarize a source's content that is relevant to your topic; and to evaluate its quality. For this assignment you will submit eight (8) sources you intend to use in your final report. This list can include credible websites or trade publications. The list must include five (5) academic sources (journal article, book, research reports that are found through the [University of Waterloo library site](#), or other academic search engines like [Google Scholar](#).) The five (5) academic sources must be annotated. There will be videos and links provided about how to put together an annotated bibliography to you to help you complete this assignment. This assignment will be submitted to two places: a dropbox and to a Discussion group (see below). Due Monday, November 16 at 11:59 pm. Worth 7/40 or 7% of the final grade.

4. *Career Group Discussion*

Once you indicate which career you will research in Week 3, you will be divided into groups of four-five (4-5) people who are researching similar careers. These groups will most likely be different from your other group. At the end of Week 9, you will submit your annotated bibliography to your career discussion group as well as to the dropbox. During Week 10, you will carry out a discussion with your career group about your topic based on your annotated bibliographies. Specific posting requirements will be provided later. Worth 5/40 or 5% of the final grade.

5. *Career Assessment Report*

This is a Research Report of 8-10 pages (2,000 – 2,500 words). Your submission must include a Title Page, Table of Contents, Executive Summary, Introduction, Body of work, Conclusion, and

a Bibliography. (The Title Page, Table of Contents, and Bibliography do not count toward your page/word count.) Worth 25/40 or 25% of the final grade.

Note: In keeping with our reflection on how academic integrity supports peace, this assignment will not be filtered through Turnitin®, the tool sometimes used to filter for plagiarism. Instead, you will include a scanned, signed statement with your paper indicating that you have followed the principles of academic integrity to complete your paper. The wording for this statement will be provided on LEARN.

The body of the project should include the following:

- A detailed explanation of the career you have chosen. For example, include how many people pursue this occupation, what the qualifications are for this career, what interests people have who pursue this kind of work.
- Document and describe the impact of this career on society. For example, write about what society might look like if there are too few people engaged in this occupation or too many, or write about what the impact on society might be if persons who are working in this career do not care about the peace implications of their employment. In other words, explain why it matters that people who pursue this career are sensitive to the peace concerns we have discussed in class.
- Specifically explain how this career fits within the paradigm of different approaches to peace that we have discussed in class.
 - Analyse how this career relates to each of the Ury Ten Roles paradigm discussed in class and how it can contribute to making violence less likely. Describe what the underlying core values might be that are essential for this career to have a positive peaceful impact instead of a negative impact on society. Not all of the *Third Side* roles will apply, so you will need to explain how they are or are not relevant.
 - Analyse how this career does or does not impact each of the Levels of Change we discussed. Most careers most easily impact one or two Levels, not all.
 - Further analyse the peace impact of this career by referencing at least two (2) other course themes or models or experiences in class that are relevant to your topic. Please make sure you clearly attribute course material used with appropriate citations and include the reference in the Bibliography.

The Bibliography for your final paper should include all sources referenced in your paper. There may be some change in the list between your annotated bibliography and this final submission. The final Bibliography must still include at least five (5) academic sources, not including sources used in class, but there is no minimum or maximum limit on other sources used. The final Bibliography should not be annotated. Due Monday, November 30 at 11:59 pm.

Course Reflection Assignment— (20% of final grade) due Monday, December 14 at 11:59 pm.

Instead of a final exam, this assignment will ask you to refer to various elements in the course and describe what remains salient from the course. For example, you may be asked to re-visit some of your reflections, discussion posts, or review readings or video elements to put together what you are taking away from the course in a coherent way. Final instructions will be provided closer to the end of the course.

PACS Research and Writing Support

Liaison Librarian

The library has created a [PACS subject guide](#) to help you carry out peace-related research. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Lauren Harder-Gissing (lhardergissing@uwaterloo.ca), is available for consultation. Lauren works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Lauren.

Writing and Communication Centre

The [Writing and Communication Centre](#) works with students in all faculties to help you consider your audience, clarify your ideas, develop your voice, and write in the style appropriate to your discipline.

Official University of Waterloo Policies and Information

University Policies

Academic integrity:

To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check the [Office of Academic Integrity](#) for more information.

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.

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](#).

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](#).

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.

Coronavirus Information

[Coronavirus Information for Students](#)

This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to [Campus Wellness and Counselling Services](#).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Religious holidays to be accommodated if requested

Requests for accommodation based on religious holidays must be submitted to me as soon as a conflict becomes apparent.

Course Schedule

The following course schedule outlines the weekly themes and assignments. Details on readings, videos, or other course materials will be posted on LEARN. Please note that there may be changes from time to time to reflect the actual pace of the course.

Date	Topic	Readings	Assignments Due during the week
Week 1 Sept. 8-14	Introduction to the course Self-Introductions and Arts and Peace	Text: Legge, <i>Are We Done Fighting</i> , Introductory material, and Ch. 1, pp. ix – 9.	Quiz 1 (suggested completion: September 14) Arts and Peace: Initial Image
Week 2 Sept. 15-21	Values, basic concepts and definitions in peace and conflict studies.	Text: Schirch, <i>Strategic Peacebuilding</i> , 5-20 Course Reserves: Reimer et al, “Introduction,” from <i>Transformative Change</i> , pp 1-16. (Course Reserves) Website: Fishman, “ Values of Academic Integrity. ”	Quiz 2 Personal Reflection for Week 2
Week 3 Sept. 22-28	Power and The Third Side	Text: Legge, <i>Are We Done Fighting</i> , Chs 2-4, pp 12-49 Websites: William Ury, “The Third Side” Websites (see above).	Discussion Posts for Week 3-4 Personal Reflection for Week 3. Note: this is a required reflection as you will indicate your career research topic .

<p>Week 4 Sept. 29 – Oct. 5</p>	<p>Worldview: Bottom up and top down</p>	<p>Text: Legge, <i>Are We Done Fighting</i>, Chs. 6-7, pp 53-85</p> <p>Posted on LEARN: Ewert, “Law and Peace.”</p> <p>Link: Universal Declaration of Human Rights</p>	<p>Discussion Posts for Week 3-4</p> <p>Personal Reflection for Week 4</p>
<p>Week 5 Oct. 6-19 (including Reading Week)</p>	<p>Violence and Nonviolence</p>	<p>Texts: Legge, <i>Are We Done Fighting</i>, Chs. 10-15, pp 115-171</p> <p>Schirch, <i>Strategic Peacebuilding</i>, Chs. 6-8, pp 25-44.</p>	<p>Bibliography List</p> <p>Discussion Posts for Week 5-6</p> <p>Personal Reflection for Week 5</p>
<p>Week 6 Oct. 20-26</p>	<p>Relationships and Indigenous Perspectives</p>	<p>Text: Legge, <i>Are We Done Fighting</i>, Chs. 8-9, 87-112</p> <p>Course Reserves: Kayanesenh, <i>Great Law of Peace</i>, pp ix-22.</p>	<p>Discussion Posts for Week 5-6</p> <p>Personal Reflection for Week 6</p>
<p>Week 7 Oct. 27- Nov. 2</p>	<p>Reconciliation</p>	<p>Course Reserves: Lederach, “Reconciliation,” in <i>Building Peace</i>, Ch. 3</p> <p>Saikia and Haines, “Conclusion,” in <i>People’s Peace</i>, pp 268-285</p> <p>Posted on LEARN: Klassen, “Education.”</p>	<p>Discussion Posts for Week 7-8</p> <p>Personal Reflection for Week 7</p>
<p>Week 8 Nov. 3-9</p>	<p>Structural Peacebuilding</p>	<p>Texts: Legge, <i>Are We Done Fighting</i>, Chs. 19-20, 215-233</p>	<p>Quiz 3</p> <p>Discussion Posts for Week 7-8</p>

		Schirch, <i>Strategic Peacebuilding</i> , Chs. 9-12, pp 45-84.	Personal Reflection for Week 8
Week 9 Nov. 10-16	Career Research 1		Annotated Bibliography Personal Reflection for Week 9
Week 10 Nov. 17-23	Career Research 2		Career Discussion Posts Personal Reflection for Week 10
Week 11 Nov. 24-30	Career Research 3		Career Assessment Report Personal Reflection for Week 11
Week 12 Dec. 1-7	Is/How is, peace my business?	Text: Legge, <i>Are We Done Fighting</i> , Ch. 24 and Appendix 1, pp 261-268 Westley et al, "Getting to Maybe," in <i>Getting to Maybe</i> , Ch. 2, 29-53.	Arts and Peace: Final Image
Exam period			Course Reflection Assignment

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