Peacebuilding in Divided Societies\*

PACS 318.001 Fall 2018

Sept. 7, 2018

\*Note: This course is undergoing a name change; the previous course title was PACS 318 Peacebuilding, Human Rights, Civil Society





Images show two perspectives at a 2017 Caledonia roadblock. [Photos by Cathie Coward](https://www.thespec.com/news-story/7535539-caledonia-blockade-each-side-has-a-story-but-it-s-hard-to-get/) of the Hamilton Spectator

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# Course Description and Objectives

This course confronts the central challenge of how to transition communities (and societies) from violence to just peace; from deep rooted conflict and structural violence to peace with justice and transformed relationships. The course introduces the concept of peacebuilding, identifies levels of peacebuilding initiatives, and focuses particularly on grassroots efforts to lead change. Course work includes readings, case studies, simulation exercises and applied projects. Over the course, we will answer the questions: What is peacebuilding? How do you do peacebuilding? What are current challenges in and critiques of peacebuilding?

The course is divided into three sections. The first section introduces peacebuilding as an idea and explores deeply rooted conflict (how and why intergroup conflicts persist over decades as well as how to analyze that conflict). The second section explores different levels and strategies of peacebuilding. We focus particularly on local or grassroots social change efforts, and to a lesser extent international peacebuilding. In each section, we will look at a conceptual framework, an applied case study and then attempt to apply concepts ourselves in a simulation or case study. In the final section of the course, we will examine some of the challenges and critiques of peacebuilding for all three strategies.

The class is a mixed format class with lectures, simulations, case studies and discussions. It requires active participation in order to deepen conceptual knowledge and to understand its application. To do well in this class, it is critical that you read the required readings prior to class so that you are prepared to discuss and apply concepts.

Course objectives:

* Improve your understanding of the field of peace and conflict studies;
* Explore the causes and dynamics of deeply-rooted conflict;
* Learn basic tools in conflict analysis;
* Gain an appreciation of different strategies for pursuing peacebuilding;
* Analyze strengths and challenges of different peacebuilding strategies;
* Provide opportunities for collaborative learning about peacebuilding;
* Encourage students to become analytical, reflective learners.

# Learning Outcomes

After participating in this course, students will be able to:

* Define key terms and concepts in peacebuilding;
* Compare and contrast different approaches to peacebuilding;
* Identify the key features of deeply rooted conflict;
* Apply concepts to real world cases (stakeholder analysis, escalation/de-escalation, peacebuilding strategies);
* Understand aspects of peacebuilding that are important for it to be transformative, as well as areas of significant challenge for peacebuilding and peacebuilders;
* Participate in an exchange of ideas both orally and in writing.

# Required Textbooks

Lederach, John Paul. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies.* Washington, DC: United States Institute of Peace Press.

# Course Outline

Please note: I may change some of the readings on the syllabus as the course progresses to tailor the content for class learning. You will be notified of any changes at least one week in advance.

| Week, Theme and Key Questions | Required Readings and Assignments by Date |
| --- | --- |
| **Section I.** **INTRODUCTION**  **Week 1: Introduction**  What is peacebuilding? How and why did it emerge? | **Sep. 10 –** Introduction to course, review syllabus, in-class survey.   * Chetail, Vincent. 2009. Section of “Introduction: post-conflict peacebuilding—ambiguity and identity,” *Post-Conflict Peacebuilding: A Lexicon,* 1-11 (LEARN)   **Sept. 12 –** War and its aftermath…   * Dower, John W. 2000. *Embracing Defeat*. New York: WW Norton & Co. Introduction and Chapter 1 (pp.19-64). (LEARN) |
| **Week 2: Foundations –**  **Protracted Conflict and the Characteristics of Deeply Divided Societies** | **Sept. 17** –Deeply divided societies   * Lederach Ch. 1-2 (pp.2-18)   **Sept. 19**  - Analyzing protracted conflict   * Azar, Edward. 1990. “Protracted International conflicts: ten propositions” (pp. 145-155) (E-Reserves) * Ramsbotham et al. 2016. Section on “conflict mapping and conflict tracking” from Chapter 3 *Contemporary Conflict Resolution*, 4th, pp.103-105 (E-Reserves) |
| **Week 3: Foundations –**  **Conflict and Stakeholder Analysis** | **Sept. 24 –**Conflict Dynamics   * Pearson d’Estree, Tamra. 2009. Ch. 5 Dynamics pp.71-89 * DeVries, Laura. 2011. Excerpts from Ch 1 and 2 *Conflict in Caledonia*, pp.1-6, 8-12, 16-29. (E-Reserves)   **Conflict Analysis Assignment (in class)**  **Sept. 26 –** Understanding conflict – exploring the case of Kanonhstaton (Caledonia)  Guest speaker: Kelly Davis   * DeVries (listed above) and additional readings TBA |
| **Week 4: Foundations –**  **Transforming Conflict- Relationships and Structures** | **Oct. 1** Stakeholder analysis   * Listen to podcast (LEARN); do further reading on Kanonhstaton/Caledonia   **Stakeholder Analysis Assignment (in class)**  **Oct. 3**   * Lederach, Part II intro, Ch. 3 and 4, pp.20-61 |
| Section II. **Week 5: Foundations continued** | **Oct. 8 and 10 Thanksgiving and Fall Break**  **Oct. 12 (Wed. schedule on a Friday)**  Guest speaker: Dean Peachey   * Lederach Ch. 5, pp.63-71 |
| **Week 6: Peacebuilding Strategy I: An Integrated Framework** | **Oct. 15**   * Lederach Ch. 6 and 7, pp.73-97   **Oct. 17 -** Case study Application   * Prendergrast, John in Lederach, “Applying concepts to cases: four African case studies” pp.153-180. |
| **Week 7: Peacebuilding Strategy I: An Integrated Framework continued** | **Oct. 22** Simulation and Analysis  Read simulation materials; prepare your role  **Oct. 24**   * Paffenholz, Thania. 2013. “International peacebuilding goes   local: analysing Lederach's conflict transformation theory and its ambivalent encounter with 20 years of practice.” *Peacebuilding* (E-Reserves)  **PB1 Analysis Assignment – due by 5pm Oct. 26** |
| **Week 8: Peacebuilding Strategy II: Statebuilding** | **Oct. 29**   * Call, Chuck. 2008. “Ch. 1 Ending Wars, Building States,” in *Building States to Build Peace*, excerpt, pp.1-13. * Serwer, Daniel and Thomson, Patricia. 2007. “Ch. 21 A Framework for Success: International Intervention in Societies Emerging from Conflict” in *Leashing the Dogs of War*, pp.369-387.   **Oct. 31** Case study –statebuilding applied   * Bowles, Edith and Chopra, Tanja. 2008. “East Timor: Statebuilding Re-visited” in *Building States to Build Peace*, pp.271-302 |
| **Week 9: Peacebuilding Strategy II: Statebuilding continued** | **Nov. 5**  Read your simulation materials; prepare for your role.  **Nov. 7**   * Marijan, Branka. 2017. The politics of everyday peace in Bosnia and Herzegovina and Northern Ireland. *Peacebuilding*, 5(1): 67-81.   **PB2 Analysis Assignment – due by 5pm Nov. 9** |
| **Week 10: Peacebuilding Strategy III: Local Peacebuilding with Friction** | **Nov. 12**   * Millar, Gearoid. 2016. “Respecting complexity: compound friction and unpredictability in peacebuilding” In *Peacebuilding and Friction*, pp.32-47.   **Nov. 13** Applyingfriction to a case   * Wallace, Rick. 2013. “Cape Croker: Fishing rights, anti-racism and community activists.” In *Merging Fires: Grassroots Peacebuilding between Indigenous and non-Indigenous Peoples,* pp.78-112.   Prepare to apply the concepts of friction to the Cape Croker case Wallace outlines during class. |
| Section III. CRITICAL CHALLENGES **Week 11: Challenges part I** | **Nov. 19**  Paffenholz, Thania. 2015. Unpacking the local turn in peacebuilding: critical assessment towards an agenda for future research. *Third World Quarterly,* 36(5): 857-874.  **Nov. 21 Economies and power in conflict**  Nordstrom, Carolyn, 2007. Excerpt from *Global Outlaws*, pp.11-24, 37-44.  **PB3 Analysis Assignment – due by 5pm Nov. 22** |
| **Week 12: Challenges part II** | **Nov. 26. Decolonizing peacebuilding**   * Lowman, Emma Battell and Barker, Adam J. Excerpt from Ch. 2 Canada and Settler Colonialism, in *Settler: Identity and Colonialism in 21st Century Canada*, pp.24-39. (E-Reserves) * Brigg, Morgan. 2014. The forked tongue of the Whiteman: culture and contemporary peacebuilding. Blog posted on Pax in Nuce July 31. (LEARN)   **Nov. 28 Ethical peacebuilders**   * Neufeldt, Reina. 2018. “When good intentions are not enough: confronting ethical challenges in peacebuilding and reconciliation.” *Conrad Grebel Review.* |
| **Week 13:** | **Dec. 3 Wrap-up and distribute final exam**  Extracurricular report due by 5pm Dec. 3  **Final exam due by 5pm Dec. 12** |

# Course Requirements and Expectations

Assignment Due date

Attendance and Participation (15%)

In-class Assignments (2 @ 2.5% = 5%) Sep 24, Oct 1

Peacebuilding Analysis Assignments (3 @ 15% = 45%) Oct. 26, Nov. 9, Nov. 22

Extracurricular Peacebuilding Reflection Report (5%) anytime; by Dec. 3

Final Take-Home Exam (30%) Dec. 12

## Attendance and Participation (15%):

This course runs as a mixed format class; some classes will involve a traditional lecture format, others will involve significant active participation in order to apply concepts and strategies. In classes with extensive participation, we will work to create a collaborative learning community where considerable responsibility for teaching will rely on students. This requires respectful engagement with the material and each other, particularly when viewpoints differ. Regular class attendance is important, expected and factored into the grade (one absence will be excused without penalty or a medical note).

Class participation goes considerably beyond attendance and will be assessed based upon:

* Active, constructive contributions to course discussions (e.g. building-on another’s ideas, constructive counter-points, analytical questions);
* Evidence of thoughtful engagement with the reading material (failure to read will affect your grade);
* Contributions that are clear, logically consistent, original and use relevant evidence;
* Careful questioning of the issue at-hand; and,
* Completion of periodic in-class assignments.

## In-class Assignments (Conflict Analysis; Stakeholder Analysis) (2 @ 2.5% = 5%)

There will be two short in-class assignments that focus on analyzing the conflict that came to a head in 2006 in Caledonia, a place also known as Kanonhstaton. To help yourself prepare for these assignments, it is a good idea to do some independent reading on the conflict in addition to the required reading. These assignments will be completed in small groups given in class and due the same day; Sept. 24 (conflict analysis) and Oct 1 (stakeholder analysis).

## Peacebuilding Simulation/Case Analysis Assignments (3 @ 15% = 45%)

During the term, we will explore three different peacebuilding strategies – first by exploring the theoretical foundation, then by examining its application to a conflict (through case studies and simulations) and finally reflecting on some of the challenges inherent in the strategy. For each peacebuilding strategy, students will write a 5-6 page (1500-1800 word) paper that combines analysis with reflection. The purpose of the papers is to connect learning from the readings and lectures to a student’s observations and reflections from the in-class applications (simulations and case studies) on each peacebuilding strategy respectively. Further guidance will be provided on a handout. Assignments will be due by 5pm on Oct. 26, Nov. 9 and Nov. 22.

## Extra-curricular Reflection Report (5%)

Participate in an extra-curricular (outside of class) activity that enhances your knowledge and perspective on peacebuilding during the term. Write a 500-600 word reflection that summarizes the nature of the event/activity and what you learned about peacebuilding from the event/activity. These can be submitted to a dropbox on LEARN at anytime. Due by 5pm Dec. 3 at the latest.

The activity or event might be a film screening (with the director and a discussion of the film), a lecture, an art exhibit launch (talk with some of the artists or curators), or a volunteer opportunity. Try to choose an event where the purpose is to build relationships and identify or change structural inequities. Here are some events in September and October to consider:

* Sept. 20 @ 4pm – artist talk and celebration of the exhibit *A New Era of Peace and a Peaceful Land*, at the Grebel Gallery. A collaborative exhibit involving North Korean, South Korean, Chinese and American artists.
* Oct. 16 @ 4pm – premier showing of *The Eagle and the Condor: From Standing Rock with Love* and discussion with the director, Kahsto'sera'a Paulette Moore. St. Paul’s Alumni Hall (I highly recommend attending as the director has taught courses on film and peacebuilding and is an accomplished filmmaker!)
* If you live in the GTA, consider participating in the “Meet your neighbours” pre-thanksgiving dinner project coordinated by the Intercultural Dialogue Institute. For details see their [website](https://meetyourneighbour.ca/).

## Final Take-Home Exam (30%)

A take-home exam will be distributed on the last day of class (Dec. 3), and posted on LEARN after class. The exam will be due on LEARN (in a dropbox) by 5pm on Dec. 12.

# Course Policies

LEARN:Students are required to access the course [LEARN website](http://www.learn.uwaterloo.ca/), which contains links to the course library reserves, important class announcements, internet links, the syllabus, and other relevant material. Please note that it is your responsibility to be informed of changes in reading requirements and schedule. I may update the syllabus as the class progresses to better accommodate class interests.

Assignment Late Penalties:Late assignments will be automatically assessed a penalty of 5% (this penalty applies for the first 24 hours); with an additional 1% penalty assessed for every additional day the assignment is late. A valid medical document is required for medical excuses. If you are concerned about an assignment, do come and talk to me in advance of the deadline.

Classroom Environment: Class sessions will consist of a mix of lectures, discussions and exercises. We will engage in numerous hands-on group activities, such as simulations and small group analysis, as well as larger group discussions. I expect you to be active and engaged participants. This requires you to have read the assigned readings for each class, and to be willing to share your analysis, knowledge and insights, as well as engage with your classmates’ ideas. The rationale for interactive learning rests on the finding that students learn far more from actively engaging with the material, talking and listening to each other than they do from listening passively to a lecturer; students also remember what they learn in those settings better than they do with lectures.

Please make every effort to arrive in a timely fashion (i.e., a few minutes early) to respect our time together. Please turn off all cellular telephones, pagers, or similar electronic devices prior to the start of class unless it is an emergency (and then only in silent mode). In sum, please be respectful of everyone in our learning community.

Laptops are amazing and highly distracting; preferred use in class is to access readings, or for special assignments and group work. Studies are showing that grades drop for people on computers, not only for the person on a laptop (or phone), but also those around the person who are also distracted. One study found that peers who could view someone else “multitasking” on a laptop in a classroom performed 20% lower on recall tasks than peers who could not see someone “multitasking” in the classroom (Sana et al 2013)! When using a laptop for notes, please keep yourself on task and class-focused (e.g. turn off the Wi-Fi). In addition, if you are able, I recommend taking hand-written notes as it facilitates content learning and integration.

## 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 and Discipline

***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 [Office of Academic Integrity webpage](https://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. Check [the Office of Academic Integrity](https://uwaterloo.ca/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 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/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

## Grievances and Appeals

***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/secretariat-general-counsel/policies-procedures-guidelines/policy-70), 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/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

## Accommodation for Students with Disabilities

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

## Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

* Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext 32655
* [MATES](https://feds.ca/feds-services/uw-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](http://www.good2talk.ca/): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
* Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
* [Here 24/7](http://www.here247.ca/): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
* [OK2BME](http://www.ok2bme.ca/): 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](https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

Download [UWaterloo and regional mental health resources (PDF)](https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

Download the [WatSafe app](https://uwaterloo.ca/watsafe/) 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 and peacebuilding issue that 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 (Attawandaron), the Anishinaabeg and the Haudenosaunee peoples. We are located on what is known as the Haldimand Tract, which was land promised to the Six Nations (Haudenosaunee) that includes ten kilometers (six miles) on either side of the Grand River.

We will explore this conflict to some extent in this course. There are also helpful links at the University of Waterloo Faculty of Arts [website](https://uwaterloo.ca/arts/about-arts/territorial-acknowledgement). You might also be interested in the events hosted by the Waterloo Indigenous Student Centre (WISC).