Introduction:

The course reviews theories exploring the causes of conflict, the possibilities for the pursuit of peace, and the role of justice in both. Drawing on a wide range of disciplines and perspectives, including political science, psychology, sociobiology, economics, and religion, it offers an introduction to diverse approaches to conflict resolution and peacebuilding. After examining the role of individual characteristics, social group dynamics, and structural processes in generating conflict, the course interrogates different conceptions of peace and justice as well as the dilemmas involved in pursuing them in practice. Case studies and examples are used to help students apply the conceptual tools they acquire to prominent world conflicts.

Readings and Course Materials:

The only reading required for purchase is *War: How Conflict Shaped Us* by Margaret MacMillan. This book is widely available at outlets such as chapters/Indigo, through independent bookstores as an e-book via Kobo, and for order online. Given the struggles faced by many smaller businesses such as local bookstores, I would suggest ordering books through them.

As part of the first assignment, students are asked to view the film *The Act of Killing*. This film is available to rent at a minimal fee from sites such as YouTube. It is also available to borrow via the U of T library system.

Quercus:

The course syllabus, assignment instructions, readings and links to resources are available on Quercus. Students are responsible for checking Quercus regularly.
Contact Policy and Office Hours

I am available through email at mark.winward@mail.utoronto.ca. My office hours will be announced shortly. I am comfortable meeting both face to face, as well as virtually during this time frame. Once announced, please sign up to office hours via the Quercus calendar. While I will be available for drop-ins, priority will be given to those who book in advance. I try to respond to all emails within 24 hours, excluding over weekends. If I do not respond to an email after two work days, please follow up. This is not me ignoring your email, it is more likely it being buried.

Please note that office hours are reserved for you. If you are looking for help in the course, or to discuss any topics further, please stop by. Do not hesitate if it appears I am working, unless I am with another student. As a general rule, any question or answer that requires more than 3 sentences is probably best discussed in office hours.

Online Participation

This course will be offered online only for the first two weeks of classes. In line with the University’s plans, the class will be offered in-person only after September 23rd. Unless you have discussed with me or have an approved accommodation to access the seminars online, you are expected to participate in-person.

Assignments

Assignments in the course are as follows:

- Response Paper 1 – 10% (due Oct 19 at 11:59 pm et)
- Response Paper 2 – 10% (due Nov 23 at 11:59 pm et)
- Term Test 1 – 20% (Dec 7)
- Research Paper – 20% (due March 8 at 11:59 pm et)
- Term Test – 20% (April 5)
- Tutorials – 10%
- Participation – 10%

Response Paper 1: Participation in Mass Violence

This assignment is intended to have students reflect on why individuals participate in mass violence. Students are to watch the Joshua Oppenheimer film The Act of Killing * (available for rent on YouTube, as well as to borrow from U of T libraries). This documentary has participants in the 1965-66 Indonesian Mass Killings re-enact their participation in a variety of cinematic styles.

These re-enactions, and accounts of the participants shown in the film, is the “primary evidence” from which students will evaluate differing theories of participation in mass violence that we have read and discussed in class (esp. weeks 2-4). Students are to select which theory/reason for participation best explains why those featured in the film participated in the mass violence. Papers should explain how their chosen theory explains participation in general, before applying this theory to those featured in the film. The response paper should be approximately 600 words (excluding bibliography), and all sources (including theoretical materials) must be cited properly. All assignments should include a bibliography.
More information on this assignment will be provided in week 2, while the assignment is due October 19.

*Warning: This film does include disturbing content, including frank discussions of killing and sexual violence by perpetrators. The film also shows significant emotional responses to violence that can be distressing. If you are not comfortable viewing this film, I can provide alternative materials on which to base the assignment (in this case interviews with a different set of perpetrators in the 1965-66 Killings in a different province).

**Response Paper 2: Seeing like a State**

This assignment is intended to have students reflect on the challenges faced by social movements to gain public support and change public policy. For this assignment, students will be taking the role of Presidential/Prime Ministerial advisor, in which they will be asked to advise on policy options for confronting recent protests (a “situation brief” will be provided several weeks before the due date). A successful strategy, from the eyes of the government, is one that eliminates the challenge presented by these protests, accomplished at the lowest possible cost (broadly defined).

This assignment will consist of a ranked submission of at least three potential government strategies that you feel are most likely to be successful. For each strategy, students are asked to explain how the strategy would work (ie: how it would meet the goal), its potential costs, and any potentially unintended consequences.

The length of the assignment is 500 words (excluding bibliography). No outside research is necessary for this assignment, and any course materials should be properly cited.

This paper is due Nov. 23

**Research Paper**

Students are asked to write a 1000 word (excluding bibliography) research paper on one of the essay prompts that will be provided at the start of the second semester. Unlike the response papers of semester 1, this paper should include at least 6 sources beyond those that are include on the syllabus. All papers should have a clearly articulated research question, as well as a clear thesis statement that answers this question. The remainder of the paper should work towards establishing the thesis and, where applicable, considering alternative explanations. More information on the research papers and their evaluation will be provided in semester 2.

The essay is due March 8.

**Mid-term and Term Tests**

These tests will be held during the last week of class, in the first and second semesters, respectively. The mid-term will cover first semester material, while the term test will draw primarily on material from the second semester. Potential room changes, and additional information, will be provided in advance of each test.

**Participation**
A small percentage of the grade (4%) will be derived from participation in class discussion. Participation is assessed on the quality of contributions – those that are relevant to the discussion and engage with course materials (including the readings).

Students will also be expected to attend and participate in the following Trudeau Centre activities: an Indigenous Cultural Competence Training (ICCT) session in the fall term (1.5% of the final grade), one PCJ fellows talks of your choice in the fall term (1.5% of the final grade), the PCJ student conference in the winter term (1.5% of the final grade) and an Anti-Racism workshop in the winter term (1.5%). Details about these activities will be provided by the Trudeau Centre.

**Tutorials**

Tutorials will be held on the following weeks: Semester 1: weeks 4, 6, 8, 10, 11; Semester 2: 3, 6, 8, 9, 11. In general, tutorial grades will be assessed based on a combination of attendance and participation, with half the grade in a given session being allocated to each. Participation is assessed on the quality of contributions – those that are relevant to the discussion and engage with course materials (including the readings). An additional part of participation is active listening: respectfully listening to your peers and ensuring things like phones are not a barrier to group discussion.

In addition, a few tutorials will have additional themes or requirements, that will be announced in advance. Notable dates include:

- October 7: This tutorial will be dedicated to improving writing skills
- December 2: This tutorial will focus on review of the first semester prior to the term test.
- March 17: The peacemaker! Prior to tutorial students should download and play at least one round of the mobile game “peacemaker” ([http://peacemakergame.com/](http://peacemakergame.com/)). This game is intended to illustrate the challenges of the peace process from leaders, even if they are invested in a peaceful outcome. Students should come to tutorial ready to reflect on their experiences in the game, as well as how it speaks to the readings on peace and justice at that point in time.
- March 31: This tutorial will focus on second semester review prior to the second term test.

**Formatting Assignments**

All assignments should be submitted online. Font should be of a standard style and size (eg: Times New Roman 12 or Calibri 11), with normal margins. Please include a title page that contains a word count.

**Assignment Submission, Late Policy, Extensions, and Appeals:**

In an effort to conserve paper, all assignment are to be submitted virtually via Quercus. The submission deadline is midnight, the day of which the assignment is due. If you have issues submitting assignments virtually, please let me know prior to the due date so we can work out an acceptable accommodation.

**Plagiarism**

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be
used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).”

Students who do not wish to use this program may speak to the instructor about alternative procedures prior to the assignment deadline.

**Late assignments will be penalized five percent per day, including weekends.**

If you require an accommodation, the best practice is to contact me prior to the assignment deadline. Short extensions can usually be accommodated. Longer extensions will often need some form of official documentation. I cannot grant extensions beyond the end of the term. It should be noted that we do not yet fully know the challenges we may all face over the coming term. *If you think you need an extension, ask!* I cannot help unless I know there’s an issue.

Should you wish to appeal a grade, you must provide one page justification for the appeal, to be submitted over email. This justification should directly address the grader’s comments, showing how they are not an adequate representation of the paper. Appeals must be submitted within two weeks of receiving the graded copy. Students are strongly encouraged to take a few days to reflect on the provided comments before submitting an appeal.

**Academic Integrity:**

Students are expected to follow University of Toronto’s *Code of Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). Failure to conform to the expectations in this document could lead to severe consequences. If you have any questions on Academic integrity, please contact the instructor. It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:
- Using someone else’s ideas or words without appropriate acknowledgment.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
  - working in groups on assignments that are supposed to be individual work;
  - having someone rewrite or add material to your work while “editing”.
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:
- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
Submit an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

Remember, Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism please see Writing at the University of Toronto http://www.writing.utoronto.ca/advice/using-sources.

Accessibility Services

The University of Toronto is committed to accessibility and meeting the diverse learning styles and needs of students who require such accommodation. If you require such accommodation or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility services (https://www.accessibility.utoronto.ca/Home.htm) as soon as possible (accessibility.services@utoronto.ca or 416-978-8060).

Because Covid...

As we have all learned these past two years, even the best laid plans are subject to change. This syllabus represents the ideal form the class will take, barring unforeseen changes due to the evolving nature of the pandemic, and our collective health. That said, there are a few issues that may arise during the year, which we can plan ahead for.

- If you are ill, please do not come to class or tutorial. In general, no participation grades will be deducted for your absence, providing you notify the instructor or TA, as appropriate.

- If you have to isolate for two weeks (or more) please let me know as soon as possible. At minimum we should be able to provide class notes for missed material, and can work out other accommodations as necessary on a case-by-case basis.

- If something arises that is hindering your ability to participate in this course, please let me know. I (or any other professor) cannot help if we don’t know there is a problem.

Mask Policy

Per U of T’s mask policy, wearing face masks is required in all indoor University spaces, including classrooms. Students are also required to wear masks and keep a physically distance of 2m when meeting with the Professor outdoors for office hours.

More information on UofT’s mask policy can be found here: https://www.provost.utoronto.ca/planning-policy/joint-provostial-and-human-resources-guideline-on-facemasks-at-the-university-of-toronto/

UCheck

All members of our community who come onto U of T campuses or premises must be fully vaccinated against COVID-19 and are required to upload proof of vaccination via UCheck. Public health guidance requires a self-assessment for all members of our community, including faculty members, librarians, staff, and students, each day they visit any one of the three U of T campuses, or any other property owned or
operated by U of T. You must complete a self-assessment before attending in-person classes. You can find more information on UCheck here: https://www.utoronto.ca/utogther/uchek

Absence Declaration:

For 2021-22, the Verification of Illness (or “doctor’s note”) is not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should record their absence through the ACORN online absence declaration. Your instructor will not be automatically alerted when you declare an absence. Therefore, it is your responsibility to let your instructor know that you have used the Absence Declaration so that you can discuss any needed consideration, where appropriate.

Mental Health and Wellness

If you are feeling distressed or in crisis, these are some resources at the University of Toronto

- Call Good2Talk Student Helpline: 1-866-925-5454. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365.
- For Personal Safety - Call 911, then Campus Community Police (they can direct your call to the right service)

Use of Technology

Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. Please read the University’s Student Code of Conduct and policy on the Appropriate Use of Information and Communication Technology.

Copyright, Trademark, and Intellectual Property

Many of your assignments will be online and may include mixed media use. Unauthorized reproduction, copying or use of online materials, e.g. video footage or text, may result in copyright infringement. The “fair use” provisions that apply to photocopies used for teaching do not apply to web pages. The Centre for Teaching Support & Innovation (CTSI) in Robarts Library can provide further guidance. You may also access copyright resources on the University of Toronto Libraries website.
Semester 1 – 11 weeks

Part 1: Individuals and Violent Conflict (case: Participation in Rwandan Genocide)

1. Sept. 14 - Introduction to course/syllabus (virtual)

2. Sept. 21 - Nature, nurture, and conflict (virtual)

3. Sept. 28 - Participation in violence (in person classes start)

4. Oct. 5 - Participation in the Rwandan Genocide

Tutorial 1

Part 2: Inter-group conflict (Case: Hindu-Muslim Riots in India)

5. Oct. 12 - Groups in conflict - What makes a group, and why inter-group conflict?
   b. If you haven’t, watch the Act of Killing this week!


Tutorial 2

Response Paper 1 Due

7. Oct. 26 - Hindu-Muslim conflicts in India

Part 3: Contention and Repression (Case: Independence Movements in the Philippines)

8. Nov. 2 - Social movements and contention

Tutorial 3

READING WEEK – NO CLASS NOVEMBER 9

9. Nov. 16 - Bringing the state back in: repression

10. Nov. 23 - Mass violence and Genocide


**Response Paper 2 Due**

**Tutorial 4**

11. Nov. 30 – Cases: Mindanaon and Cordilleran autonomy movements

**Tutorial 5**

12. Dec. 7 Term test (in class)

**Semester 2 – 11 weeks**

**Part 4: On War (Case: Iraq War)**

1. Jan. 11 - War and its effects

2. Jan. 18 - Rationalism, conflict, and cooperation

3. Jan. 25 - Civil war

**Tutorial 6**

4. Feb. 1 – Case: Iraq War
Part 5: Promoting Peace (Case: Peacekeeping/Peacebuilding in DRC)

5. Feb. 8 - Negative and Positive Peace; Human Security

6. Feb. 15 - Intervention, Peacekeeping, and Peacebuilding

Tutorial 7

WINTER READING WEEK, NO CLASS FEB 22

7. March 1 - The Role of NGOs

8. March 8 – Case: DRC

Research Paper Due

Tutorial 8

Part 6: Power sharing, Justice, and Reconciliation (Case: Canada and Indigenous Peoples)

9. March 15 - Power Sharing and Development
   c. Play Peacemaker Game prior to tutorials

Tutorial 9
10. March 22 Trials, Truth, and Reconciliation

11. March 29 – Case: Canada and Indigenous Peoples

   Tutorial 10

12. April 5 - Term test (in class)