

PSYC 430: Psychology of Peace

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Required Texts:

Thalhammer, K. E., O'Loughlin, P. L., Glazer, M. P., Glazer, P. M., McFarland, S., Shepela, S. T., et al. (2007). *Courageous resistance: The power of ordinary people*. NY: Palgrave Macmillan.

Christie, D. J., Wagner, R. V., & Winter, D. DuNann (Eds.) (2001). *Peace, conflict, and violence: Peace psychology for the 21st century*. Upper Saddle River, NJ: Prentice-Hall. Available as free download at:

<http://academic.marion.ohio-state.edu/dchristie/Peace%20Psychology%20Book.html>

Research articles (**all** available on-line through our library or at web addresses listed on attached schedule)

Web Resources (with other specific topic web links listed in Course Reading List):

American Psychological Association:

Peace Psychology Division 48 of the APA: <http://www.webster.edu/peacepsychology/>

Public Policy Office of APA: <http://www.apa.org/ppo/>

Social Psychology Network—Peace Topics: <http://www.socialpsychology.org/peace.htm>

Psychologists for Social Responsibility: <http://www.psysr.org/>

Course Description

Our goal in this class is to explore peacemaking and peacebuilding (i.e., the nonviolent resolution of conflict and the pursuit of social justice, respectively). We will approach the study of peace from the personal and interpersonal as well as the global contexts in which we each find ourselves. You will have the opportunity to grapple with the theories and practices for not only **understanding** the causes of aggression and violence but also **acting** to reduce injustice and promote cultures of peace.

We will explore questions such as: *Are we aggressive or violent by nature? What are the costs of being bullied or abused as a child? Can we teach empathy?* We will also go beyond the **personal level** to ask questions about structural issues: *Are there underlying institutional systems that perpetuate violence in families? Is war inevitable? Is it possible to break the cycles of violence within our communities? How can we build "cultures of peace"?*

Psychology is not value free. We frame our scientific questions for study to advance knowledge about the mind, brain, and behavior in an objective manner but the ethical principles of the American Psychological Association (2002) require psychologists to ensure that their work benefits and respects the rights of all people. In fact, the APA standards urge psychologists to remain aware of these factors, avoid discrimination, and oppose unjust practices.

Personally, I found such a strong connection between the psychology of peace and research in social psychology (e. g., parenting styles, bullying, self-concept) that I am continually intellectually challenged to learn more. My goal is for you to find the academic exploration of the issues of social justice inherent in the psychology of peace to be as rewarding as mine has been.

Course Structure

Building societies based upon a culture of peace involves creating and using processes of cooperation, mutual responsibility, and nonviolent conflict resolution. In an effort to explore and create such processes in our own communities, we will work together through a variety of interactive activities and discussions to create an active learning environment. Class time will be organized around discussion and assignments asking for thoughtful reflection. In order to encourage personal growth as well as a better understanding of the issues, we will work within an open atmosphere in which we creatively and imaginatively try out ideas while we analyze the issues and events of our daily lives.

My role as professor will be as a resource for you in your exploration of peace psychology at all levels of analysis. It will also be that of nudging you to take risks to practice new skills while building upon your strengths in terms of interpersonal and intellectual growth. The readings, as well as the writing assignments and in-class activities, are organized so that our class time optimizes our opportunities for an informed exchange of ideas. Hopefully, together we can create a supportive and cooperative learning community that encourages you to develop your ideas through active engagement in reading, discussion, and writing.

The class schedule offers a general idea of the issues in peace and justice that we will be covering this term. An important anchor for us is applying social psychological concepts (e.g., belief in a just world, cognitive dissonance theory) to these issues. This will happen in our readings: through worksheet reflections following class discussions and experiential/out-of-class activities. In addition, there is not only a personal context for this analysis; there are also socio-cultural and international levels of analysis for each of the issues. This framework will also serve as an organizational structure for our reflections.

Each class period is structured to explore certain key concepts/issues, in addition to covering the *Courageous Resistance* text (see schedule). A successful class depends upon the quality of preparation by both the class members and the discussion leader, so be prepared to be engaged. I will use a portion of each class to present certain concepts or ideas, but we will also be exploring how our worldviews shape the questions we pose in research, the strategies we use to answer those questions, and how we understand phenomena.

Assignments

You are responsible for organizing your written work into a Peace Portfolio, including your major writing and reflection assignments, press clippings, and reaction papers to hand in at midterm and then again on the last day of class. You are also welcome to share it with me at any time during the term to receive feedback. It is UP TO YOU to KEEP A RECORD of all topics as they are assigned and to make sure they are all included in the final portfolio.

I have organized the Portfolio into two basic categories: understanding the theoretical/conceptual foundations and experiencing leadership within community. Within each of these two areas, there are various subsections.

Peace Portfolio (see Grading Rubrics for more detail)

1) Understanding the theoretical/conceptual foundations for the Psychology of Peace

Translating theory into practice is a challenge, but the goal of the following assignments is to provide opportunities to solidify or consolidate your understanding of the major concepts covered in our course. These projects and assignments involve being creative and analytical, as well as writing clearly in order to demonstrate that you have mastered the key concepts in peace psychology. There are opportunities to do so based upon our readings, searching for and applying concepts to current events using popular press clippings, and weekly reflections based upon our course materials.

a) Popular Press Clippings (10 @ 5 pts. each for 50 pts. total)

Search the popular press for current events and relate them to our text materials. You need to find a minimum of 10 items throughout the semester. Use the key words list from Christie et al. to stimulate your thinking. Photocopy the article (if not your own resource) and provide a half- to full-page typed summary of how at least 2-3 of the concepts we are covering relate to the event. If you can, plan to share the event clipping on the day it is most relevant or current. Please feel free to use creativity in applying theoretical/conceptual concepts to current events, but be sure that you explain how/where the application occurs.

b) Weekly Reflections (10 of 11 @ 10 pts. each for 100 pts. total)

Our goal here is to use concepts from the course to interpret events and activities as we are living them. Your task is to integrate these materials and experiences into a balanced, well-written commentary that is organized around themes and is full of interconnections. The Weekly Reflection Worksheets will be distributed via email on Tuesdays following class on Monday evenings and will ask for further observations and analyses based on the classroom discussion held that week. Use key words and concepts from the course to enrich your reflections. Some of these weekly reflections might focus upon the ABCs of attitudes or specific social psychological concepts, while other reflections may be based upon personal, situational, or socio-cultural analyses. These should be returned to me either electronically or at the beginning of the next class. I will return these with feedback for inclusion in your portfolio.

c) Book Review (50 points)

As part of the preparation for your leadership of class discussion on a particular topic or because of an interest in following up on a topic once discussion has occurred, you will have the opportunity to go into further depth by reading and reporting back to the class on one of the books on the recommended reading list. Once you select a particular book, please let me know. These reviews, posted on our web class site, will be available as reference material for the other students in the course.

2) Experiencing leadership within community

d) Evaluating your own class leadership (20 pts. total)

It is best to divide your paper vertically into separate portions for these reflections. On one side record your observations, including what behaviors you observed and the dynamics of various interactions that were taking place. The observations of behavior should be non-judgmental and appear on one side of the divided page. On the right-hand side of the page, record your own analysis of what you observed, focusing on the three different levels of reflection and analysis: personal, interpersonal, and socio-cultural.

e) Acting within community (select from among the following for 75 points total)

To assist in making this class as dynamic and educational as possible, we have several opportunities to move beyond textbooks and into the community. Here again, organize your reflections about the activities you decide to undertake in terms of the personal, situational, and socio-cultural levels of analysis. Of course, also reflect upon the concepts being covered in our class. These activities are organized as taking approximately 15-20 hours of active interaction within the community. Written reflections following active participation will, of course, take additional time.

Witnessing Community Activism in Action

Attend at least 3 meetings of a local activist organization off-campus (e.g., SNOW coalition organizations such as Women in Black, Fellowship of Reconciliation, United for Peace of Pierce County) or participate in community peacebuilding activities off-campus, with the goal being to observe and bring back to the class how this group's goals and its functioning relate to concepts we are covering in class. I or another member of the PLU faculty should be aware of and introduce you to the group's leader(s) before you attend. **Remember:** (Regardless of whether you agree with the groups "politics" or not, being an outsider and a guest involves recognizing your role as a representative of our class as well as an obligation to be honest about your reasons for attending their meetings. Several students may attend together.

Interviewing Interesting Activists

Conduct in-depth interviews of members or leaders of activist or peacebuilding community groups to explore how each has come to believe and act as he/she does. This requires identifying persons who have demonstrated a commitment to the goals of reducing or preventing violence. It also requires establishing a rapport with the person(s) identified. May be conducted by a team if several interviews are conducted and individual reflections written.

Organizing a Formal Event/Film/Panel

Organize and host an on-campus event or video, such as a showing of *Voices in Wartime* or *Soldiers of Conscience* with responses by faculty or students. Keep in mind that organizing such an event for the PLU community requires publicity along with structuring critical questions for discussion. May be completed by a team of students as long as individual reflections are written.

Attending On-Campus Events/Films/Panels

Attend 5 events open to either the university or the local community related to the topics we are covering this term. Please check with me if selecting events that have not been announced in class beforehand.

Discussion Leader (1 @ 40 pts.)

You will be in charge of leading discussion for about 40 minutes on readings from among the materials assigned from Week Three through Week Thirteen. It is wise to coordinate your discussion with that of other discussion leaders for the evening class. As the discussion leader, your goal is to design your time as the facilitator to challenge the other students to think through the impact of the concepts covered in the materials. Include an outside article (may be from among those suggested in the assigned readings schedule) in order to add to the richness of the discussion. Your goal is to stimulate broad participation that reflects higher order critical thinking skills and integration of the reading materials. The most successful class discussions typically are based on an organizational plan for the discussion and a handout for use in the class. This may include (but is not limited to) a visual or graphic for integrating discussion of the material, recommended readings/Internet websites, and challenging questions written out for leading the discussion based upon your background research on the topic. "Winging it" is NOT an option.

Comprehension Checks (10 of 12 @ 10 each, for 100 pts. total)

There will be a short comprehension check on the basic elements of the readings assigned for the evening's class at the beginning of each class period. These will be primarily short answer, true/false, or multiple choice questions and provide feedback to both you and me regarding your understanding of the materials before we discuss them in class.

Participation (60 pts.)

Providing opportunities for you to explore these processes in an open environment is part of my role as the professor for this course. Participation is evident through sensitivity to and awareness of the issues raised by others, so that highlighting excellent points raised by other class members, speaking up, sharing clippings, volunteering ideas, and offering your own discussion questions are valuable contributions you can make to the class. (See Grading Rubrics for more details.)

Being in class is, of course, necessary to participate. However, participating in class discussion can be a “strain” for quiet, reflective students. By focusing upon the message you want to present and your own unique perspective (because of your research and preparation ahead of time), you can be a successful participant in your own education and this class. Being honest in recognizing your differences in opinions and interpretations of the same facts is a part of the learning process. Not participating in the discussions is not an option. Merely being present is not considered as class participation. In addition, the university assumes that all registered students have freely accepted personal responsibility for regular class attendance. More than one missed class (even with a valid excuse) will result in a drop of a letter grade at the end of the term.

Academic Policies

Late Work: Assignments will be considered late if they arrive after class, or less than 24 hours of the time in which they were expected to be available completed. One tenth of the grade will be deducted if the material is 1 day late, 20% for 2 days late, etc.

Special Accommodations: If you need course adaptations or accommodations, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please see me as soon as possible. If you have questions concerning the services available for students with disabilities at PLU, please contact the Disability Services Center.

Academic Integrity: My relationship with you in this class is extremely important. It is built upon an atmosphere of trust and honesty. This is particularly important in a seminar course, so please see me if you have any concerns or situations arise that need my attention. It is also important to give credit where it is due, for both written and discussion work. Violations include (but are not limited to) submitting plagiarized work or fabricating excuses for missed classes.

Assessment

Exams: There will be 2 exams during the term. Questions will be based upon the assigned readings and class discussions. More details about these will be made available as the term progresses. These may be a combination of in-class and take-home questions.

Grading: Your grade/evaluations will be based on the quality and depth of your writing, your attendance and involvement in class, and your intellectual contributions to the course. Grades will be assigned according to the general standards of 93% % for an A, 90% for an A-, 87% for a B+, 85% for a B, 80% for a B-, etc. Points will be distributed as follows:

<u>Course Requirements</u>	<u>Points</u>
Portfolio of Active Learning Activities	
Current Events: Popular Press Clippings (10 @ 5 each)	50
Weekly Reflections (10 of 11 @ 10 each)	100
Book Review	50
Evaluation of Class Leadership	20
Experiential/Community Activities	<u>75</u>
Subtotal	295
Comprehension Checks on Assigned Reading (10 of 12 @ 10 pts. each)	100
Discussion Leader	40
Midterm (@40 pts.) and Final Exam (@ 60 pts.)	100
<u>Class Participation</u>	<u>60</u>
Subtotal	<u>300</u>
Total	595

Introducing the Psychology of Peace

- Week One** **Framing our studies for this course**
 Defining the psychology of peace
 Working with social psychological concepts
- Week Two** **Living in the post 9-11 era**
 Applying social psychology in more depth
 Attitudes about and among Americans
 Attitudes about immigrants

Responding to Direct Violence

- Week Three** **Being aggressive: Is it innate or learned?**
 Seville Statement (APA)
 Effects of killing: PTSD & combat
 Effects of video gaming
- Week Four** **Coping with personal, episodic violence**
 Domestic and partner abuse
 Gay/lesbian/bisexual/transgendered violence
- Week Five** **Becoming a courageous resister**
 Setting the context for behavior
 Empathy and moral values
- Week Six** **Moving beyond the personal perspective to a national level**
 Nationalism ≠ patriotism
 Militarism

Preventing Structural Violence

- Week Seven** **Introducing concepts of structural violence & social injustice**
 Social injustice & collective resistance
 Human rights violations
- Week Eight** **Dealing with war and terrorism**
 Genocide & mass killings
 War and terrorism
- Week Nine** **Exploring the role of gender in war and peace**
 Suicide bombing
 Peacebuilding

Building Cultures of Peace

- Week Ten** **Resolving conflicts and making peace**
 Personal and institutional
 Cultural context
 Transitioning into peacebuilding
- Week Eleven** **Reducing Trauma & Encouraging Reconciliation**
- Week Twelve** **Peacebuilding**
 Gandhi
 Children's perspectives

Concluding our Studies (for now)

- Week Thirteen** **Applying What We Have Learned**
- Week Fourteen** **Take Home Final Exam Due/Movie (in class)** **Final Portfolio Due**

* Course Reading List (see next section) includes detailed references.

Introducing the Psychology of Peace

Week One Framing our studies for this course

Defining the psychology of peace

Christie, Wagner, & DuNann Winter (2001). Introduction (pp. 1-13)

Anderson, A., & Christie, D. J. (2001). Some contributions of psychology to policies promoting cultures of peace. *Peace & Conflict: Journal of Peace Psychology*, 7(2), 173-185.

Working with social psychological concepts

Social Psychology Network topics on Peace Psychology: <http://www.socialpsychology.org/peace.htm>

Week Two Living in the post 9-11 era

Applying social psychology in more depth

*Aquino, K., Reed II, A., Thau, S. & Freeman, D. (2007). A grotesque and dark beauty: How moral identity and mechanisms of moral disengagement influence cognitive and emotional reactions to war. *Journal of Experimental Social Psychology*, 43, 385-392. doi: 10.1016/j.jesp.2006.05.013

*Cheung-Blunden, V., & Blunden, B. (2008, June). The emotional construal of war: Anger, fear, and other negative emotions. *Peace & Conflict*, 14(2), 123-150. doi:10.1080/10781910802017289

*Vollhardt, J., & Bilali, R. (2008, March). Social psychology's contribution to the psychological study of peace: A review. *Social Psychology*, 39(1), 12-25. doi:10.1027/1864-9335.39.1.12

Attitudes about and among Americans

Glick, P., Fiske, S. T., Abrams, D., Dardenne, B., Ferreira, M. C., Gonzalez, R., Hachfeld, C., Huang, L., et al (2006). Anti-American sentiment and America's perceived intent to dominate: An 11-nation study. *Basic & Applied Social Psychology*, 28(4), 363-373.

*Peterson, C., & Park, N. (2006, December). A positive psychology perspective on post-9/11 security. *Basic and Applied Social Psychology*, 28(4), 357-361. doi:10.1207/s15324834basp2804_9

Attitudes about immigrants

Chu, T., Seery, M., Ence, W., Holman, E., & Silver, R. (2006, December). Ethnicity and gender in the face of a terrorist attack: A national longitudinal study of immediate responses and outcomes two years after September 11. *Basic and Applied Social Psychology*, 28(4), 291-301. doi:10.1207/s15324834basp2804_2

Hitlan, R., Carrillo, K., Zarate, M., & Aikman, S. (2007, June). Attitudes toward immigrant groups and the September 11 terrorist attacks. *Peace & Conflict*, 13(2), 135-152. doi:10.1080/10781910701270970

Responding to Direct Violence

Week Three Being aggressive: Is it innate or learned?

Seville Statement (APA)

*Seville Statement on Violence (1990). *American Psychologist*, 45(10), 1167-1168. doi:10.1037/0003-066X.49.10.845

*Fischer, P., Greitemeyer, T., & Frey, D. (2008, January). Unemployment and aggression: The moderating role of self-awareness on the effect of unemployment on aggression. *Aggressive Behavior*, 34(1), 34-45. doi:10.1002/ab.20218

Effects of killing: PTSD & combat

Killgore, W., Cotting, D., Thomas, J., Cox, A., McGurk, D., Vo, A., Castro, C. A., & Hoge, C. W. (2008, October 15). Post-combat invincibility: Violent combat experiences are associated with increased risk-taking propensity following deployment. *Journal of Psychiatric Research*, 42(13), 1112-1121. doi:10.1016/j.jpsychires.2008.01.001

*National Center for PTSD (US Dept. of Veterans Affairs): Returning from the War Zone (2006) Guide for Families of Military Members:

<http://www.ptsd.va.gov/public/reintegration/returning-war-zone-guide-families.asp>
 Guide for Military Personnel: <http://www.ptsd.va.gov/public/reintegration/returning-war-zone-guide-sm.asp>
 An Overview of the Mental Health Effects of Serving in Afghanistan and Iraq:
<http://www.ptsd.va.gov/public/pages/overview-mental-health-effects.asp>

Effects of video gaming

- Anderson, C. A., & Carnagey, N. L. (2009, July). Causal effects of violent sports video games on aggression: Is it competitiveness or violent content? *Journal of Experimental Social Psychology, 45*(4), 731-739.
 DOI:10.1016/j.jesp.2009.04.019
- Giumetti, G. W., & Markey, P. M. (2007, December). Violent video games and anger as predictors of aggression, *Journal of Research in Personality, 41*(6), 1234-1243. DOI: 10.1016/j.jrp.2007.02.005.
- *Greitemeyer, T., & Osswald, S. (2009, July). Prosocial video games reduce aggressive cognitions, *Journal of Experimental Social Psychology, 45*(4), 896-900. DOI: 10.1016/j.jesp.2009.04.005.

Week Four Coping with personal, episodic violence

Domestic and partner abuse

- *Christie et al. (2001), ch. 1
- *Isaacs, T. (2001, Summer/Fall). Domestic violence and hate crimes: Acknowledging two levels of responsibility. *Criminal Justice Ethics, 20*(2), 31. AN 6581596.
- Muehlenhard, C. L., & Kimes, L. A. (1999). The social construction of violence: The case of sexual and domestic violence. *Personality & Social Psychology Review, 3*(3), 234-245.

Gay/lesbian/bisexual/transgendered violence

- *Christie et al. (2001), ch. 2
- Herek, G., Gillis, J., & Cogan, J. (2009, January). Internalized stigma among sexual minority adults: Insights from a social psychological perspective. *Journal of Counseling Psychology, 56*(1), 32-43. doi:10.1037/a0014672
- *Meyer, D. (2008, August). Interpreting and experiencing anti-queer violence: Race, class, and gender differences among LGBT hate crime victims. *Race, Gender & Class, 15*(3/4), 262-282.

Week Five Becoming a courageous resister

Setting the context for behavior

- *The power of ordinary people (CR: Ch. 1)
- *Becoming a courageous resister (CR: Ch. 2)
- *Ordinary people becoming extraordinary (CR: Ch. 3-4)

Empathy and moral values

- Bauman, C., & Skitka, L. (2009, March). Moral disagreement and procedural justice: Moral mandates as constraints to voice effects. *Australian Journal of Psychology, 61*(1), 40-49. doi:10.1080/00049530802607647
- Bomann-Larsen, L. (2004, June). Licence to kill? The question of just vs. unjust combatants. *Journal of Military Ethics, 3*(2), 142-160. doi: 10.1080/15027570410006093
- Conklin, H. G. (2008). Modeling compassion in critical, justice-oriented teacher education. *Harvard Educational Review, 78*(4), 652-674.
- Roe, M. (2007, March). Intergroup forgiveness in settings of political violence: Complexities, ambiguities, and potentialities. *Peace & Conflict, 13*(1), 3-9. doi:10.1080/10781910701226394
- Rothschild, Z. K., Abdollahi, A., & Pyszczynski, T. (2009, July) Does peace have a prayer? The effect of mortality salience, compassionate values, and religious fundamentalism on hostility toward out-groups, *Journal of Experimental Social Psychology, 45*(4) 816-827. DOI: 10.1016/j.jesp.2009.05.016.
- Schwebel, M. (2006, March). Realistic empathy and active nonviolence confront political reality. *Journal of Social Issues, 62*(1), 191-208. doi:10.1111/j.1540-4560.2006.00446.x
- *van den Bos, K., van Ameijde, J., & van Gorp, H. (2006, December). On the psychology of religion: The role of personal uncertainty in religious worldview defense. *Basic and Applied Social Psychology, 28*(4), 333-341. doi:10.1207/s15324834basp2804_6

Week Six Moving beyond the personal perspective to a national level**Nationalism ≠ patriotism**

*Christie et al. (2001), ch. 4-5

Bonanno, G. A., & Jost, J. T. (2006). Conservative shift among high-exposure survivors of the September 11th terrorist attacks. *Basic & Applied Social Psychology*, 28(4), 311-323.

Janoff-Bulman, R., & Sheikh, S. (2006, December). From national trauma to moralizing nation. *Basic and Applied Social Psychology*, 28(4), 325-332. doi:10.1207/s15324834basp2804_5

Jonas, E., & Fischer, P. (2006). Terror management and religion: Evidence that intrinsic religiousness mitigates worldview defense following mortality salience. *Journal of Personality & Social Psychology*, 91(3), 553-567.

McGregor, I. (2006, December). Zeal appeal: The allure of moral extremes. *Basic and Applied Social Psychology*, 28(4), 343-348. doi:10.1207/s15324834basp2804_7

Myrsky, L. (2002). Everyday value conflicts and integrative complexity of thought. *Scandinavian Journal of Psychology* 43(5), 385-395. doi:

Myrsky, L., & Helkama, K. (2007, June). Socio-cognitive conflict, emotions and complexity of thought in real-life morality. *Scandinavian Journal of Psychology*, 48(3), 247-259. doi:10.1111/j.1467-9450.2007.00579.x

Van Hiel, A., & Mervielde, I. (2003, December). The measurement of cognitive complexity and its relationship with political extremism. *Political Psychology*, 24(4), 781. doi:10.1046/j.1467-9221.2003.00354.x

Militarism

*Christie et al. (2001), ch. 12

Bliss, S., Oh, E., & Williams, R. (2007, June). Militarism and sociopolitical perspectives among college students in the U.S. and South Korea. *Peace & Conflict*, 13(2), 175-199. doi:10.1080/10781910701271218

Crawford, N. (2007, June). Individual and collective moral responsibility for systemic military atrocity. *Journal of Political Philosophy*, 15(2), 187-212. doi:10.1111/j.1467-9760.2007.00278.x

Mayton II, D., Peters, D., & Owens, R. (1999, March). Values, militarism, and nonviolent predispositions. *Peace & Conflict*, 5(1), 69-77.

McCleary, D., & Williams, R. (2009, June). Sociopolitical and personality correlates of militarism in democratic societies. *Peace & Conflict*, 15(2), 161-187. doi:10.1080/10781910902837248

*Pilisuk, M., & Zazzi, J. (2006, March). Toward a psychosocial theory of military and economic violence in the era of globalization. *Journal of Social Issues*, 62(1), 41-62. doi:10.1111/j.1540-4560.2006.00438.x

Preventing Structural Violence**Week Seven Introducing concepts of structural violence & social injustice****Social injustice & collective resistance**

*CR: Ch. 5

*Christie et al. (2001), pp. 99-101, ch. 8

Harvey, M., Treadway, D., Heames, J., & Duke, A. (2009, March). Bullying in the 21st century global organization: An ethical perspective. *Journal of Business Ethics*, 85(1), 27-40. doi:10.1007/s10551-008-9746-8

Mills, R., & Naim, A. (2007, Winter2007). Toward a peaceable paradigm: Seeking innate wellness in communities and impacts on urban violence and crime. *National Civic Review*, 96(4), 45-55. doi:10.1002/ncr.194

Human rights violations

*Christie et al. (2001), ch. 14

Greene, M. (2006, March). Bullying in schools: A plea for measure of human rights. *Journal of Social Issues*, 62(1), 63-79. doi:10.1111/j.1540-4560.2006.00439.x

Kinderman, P. (2009, July). The complexity of peace and human rights. *Peace & Conflict*, 15(3), 305-307. doi:10.1080/10781910903044661

Week Eight Dealing with war and terrorism**Genocide & mass killings**

*Christie et al. (2001), ch. 6

Staub, E. (1999, July). The roots of evil: Social conditions, culture, personality, and basic human needs. *Personality & Social Psychology Review*, 3(3), 179-192.

Woolf, L., & Hulsizer, M. (2005, March). Psychosocial roots of genocide: risk, prevention, and intervention. *Journal of Genocide Research*, 7(1), 101-128. doi:10.1080/14623520500045088

War and terrorism

- Du Nann Winter, D., & Cava, M. (2006, March). The psycho-ecology of armed conflict. *Journal of Social Issues*, 62(1), 19-40. doi:10.1111/j.1540-4560.2006.00437.x
- Houghton, D. (2008, June). Invading and occupying Iraq: Some insights from political psychology. *Peace & Conflict*, 14(2), 169-192. doi:10.1080/10781910802017297
- *Skitka, L., Bauman, C., Aramovich, N., & Morgan, G. (2006, December). Confrontational and preventative policy responses to terrorism: Anger wants a fight and fear wants 'them' to go away. *Basic and Applied Social Psychology*, 28(4), 375-384. doi:10.1207/s15324834basp2804_11
- Stroink, M. (2007, September). Processes and preconditions underlying terrorism in second-generation immigrants. *Peace & Conflict*, 13(3), 293-312. doi:10.1080/10781910701471322
- *Wagner, R. (2006, March). Terrorism: A peace psychological analysis. *Journal of Social Issues*, 62(1), 155-171. doi:10.1111/j.1540-4560.2006.00444.x

Week Nine Exploring the role of gender in war and peace

Suicide bombing

- Brunner, C. (2005, January). Female suicide bombers—Male suicide bombing? Looking for gender in reporting the suicide bombings of the Israeli-Palestinian conflict. *Global Society: Journal of Interdisciplinary International Relations*, 19(1), 29-48. doi:10.1080/1360082042000316031
- Friedman, B. (2008, Winter). Unlikely warriors: How four U.S. news sources explained female suicide bombers. *Journalism & Mass Communication Quarterly*, 85(4), 841-859.
- *Jacques, K., & Taylor, P. (2008, April). Male and female suicide bombers: Different sexes, different reasons? *Studies in Conflict & Terrorism*, 31(4), 304-326. doi:10.1080/10576100801925695
- Sela-Shayovitz, R. (2007, September). Female suicide bombers: Israeli newspaper reporting and the public construction of social reality. *Criminal Justice Studies*, 20(3), 197-215. doi:10.1080/14786010701617615
- *Von Knop, K. (2007, May). The female Jihad: Al Qaeda's women. *Studies in Conflict & Terrorism*, 30(5), 397-414. doi:10.1080/10576100701258585

Gendered peacebuilding

- *Gendering peace (Christie et al., 2001, ch. 29)
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Building Cultures of Peace

Week Ten Resolving conflicts and making peace

Personal and institutional

- *UN peacekeeping (Christie: Ch. 15)
- *Institutions resisting injustice (CR: Ch. 6)
- Stephan, M. J., & Chenoweth, E. (2008, Summer). Why civil resistance works: The strategic logic of nonviolent conflict. *International Security*, 33(1), 7-44.
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- See especially:
- Chernus, I. Nonviolent thought through U.S. history (pp. 8-10).
 - Horgan, J. Will war ever end? (pp. 22-25).
 - Shirky, C. Harnessing the power of protest (pp. 19-21).
 - Zunes, S. The power of nonviolent action (pp. 4-7).

Cultural context

*Christie et al: (2001), ch. 16

*Transitioning into peacebuilding (CR: Ch. 7)

See also:

Eurobarometer (European Cultural Values; European Commission):

http://ec.europa.eu/public_opinion/archives/ebs/ebs_278-en.pdf

Global Peace Index: <http://www.visionofhumanity.org>

National Cultural Values Survey: America

<http://www.cultureandmediainstitute.org/specialreports/pdf/NationalCulturalValues.pdf>

National Index of Violence and Harm: <http://www.manchester.edu/links/violenceindex/>

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Week Eleven Reducing trauma & encouraging reconciliation

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Week Twelve Peacebuilding

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Concluding our Studies (for now)

Week Thirteen Applying what we have learned

*CR: Appendix

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Week Fourteen Take-Home Final Exam Due/Movie (in class)

Final Portfolio Due