

PSYC 430: Psychology of Peace

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Spring 2013, CRN 50351

Class: 6-9:20 p.m. Wednesdays

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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 (available on-line through PLU Library, as announced in class and on Sakai)

Web Resources (specific topic web links available on Sakai)

American Psychological Association:

Peace Psychology Division 48 of the APA: <http://www.peacepsych.org/>

Council Policy Manual (See especially Public Interest): <http://www.apa.org/about/policy/index.aspx>

Educators for Social Responsibility: <http://esrnational.org>

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.

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 journal reflections following class discussions and experiential/out-of-class activities.

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 (Items 1 & 2 below)

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.

a) **Press Clippings from Popular Press (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 12 @ 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 & Sakai on Thursday following class on Wednesday evenings. Typically they will ask for further observations and analyses based on the classroom discussion held that week or in preparation for class the next week. These should be completed and turned in by 4 p.m. Monday (or TBA) of the next week. Please keep a copy for your portfolio.

c) **Book Review or Press Clippings from Alternative Press (50 points)**

Book: 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 a book from the nonfiction popular press or the recommended reading list. Please check with me regarding your choice by March 15.

Alternative Press: Use the opportunity to search alternative press/media (see list provided) for perspectives in a compare/contrast mode to the manner in which US (in contrast even to Canadian) media (i.e., newspapers, television, social media & websites) present the issues. The format should be similar to that for the popular press clippings in (a) above.

2) Experiencing & 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.

a) Witnessing Community Activism in Action (@75 pts.)

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:** Being an outsider and a guest involves recognizing your role as a representative of PLU (whether you agree with the politics or not) as well as an obligation to be honest about your reasons for attending their meetings. Several students may attend together.

b) Interviewing Interesting Activists (@75 pts.)

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.

c) Attending On-Campus Events/Films/Panels (5@15 pts.)

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. A format for reflections will be provided.

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 2/20 through 5/8. 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. 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. Further examples of behaviors that meet the criteria for oral contributions are explained within the Resources section of our Sakai website.

Being in class is, of course, necessary to participate. However, participating in class discussion can be a "strain" for quiet, reflective students. Focus on the message you want to present and your own unique perspective (because of your research and preparation ahead of time). 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 have documented needs for special accommodations for this course, please contact the Office of Disability Support Services (3rd floor, Mezzanine, UC; Suite 300, 535-7206). Please see me privately as soon as possible if you have emergency medical information or need special arrangements in case the building must be evacuated.

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		
Organization of Portfolio	10	
Current Events: Popular Press Clippings (10 @ 5 each)	50	
Weekly Reflections (10 of 12 @ 10 each)	100	
Book Review/Alternative Press Clippings	50	
Experiential/Community Activities (see selections)	<u>75</u>	
Subtotal		285
Comprehension Checks on Assigned Readings (10 of 12 @ 10 pts. each)	100	
Discussion Leader	40	
Final Exam (Take-Home)	60	
<u>Class Participation</u>	<u>60</u>	
Subtotal		<u>260</u>
	Total	545

Introducing the Psychology of Peace**Discussion Leader**

- 2/6 Framing our studies for this course**
- 2/13 Using psychological & peace-related concepts**
Working with social psychological concepts
Understanding the differences between direct and structural violence
- 2/20 Living in the post 9-11 era**
Attitudes about and among Americans
Attitudes about immigrants
Hate groups

Responding to Direct Violence

- 2/27 Being aggressive: Is it innate or learned?**
Seville Statement (APA)
Effects of killing: PTSD & combat
Effects of video gaming
- 3/6 Coping with personal, episodic violence**
Corporal punishment (i.e., spanking)
Domestic and partner abuse
Gay/lesbian/bisexual/transgendered violence
- 3/13 Becoming a courageous resister**
Setting the context for behavior
Empathy and moral values
- 3/20 Moving beyond the personal perspective to a national level**
Nationalism ≠ patriotism
Militarism & globalization

Preventing Structural Violence

- 4/3 Introducing concepts of structural violence & social injustice**
Social injustice & collective resistance
Human rights violations
- 4/10 Dealing with war and terrorism**
Genocide & mass killings
War and terrorism
- 4/17 Exploring the role of gender in war and peace**
Suicide bombing
Gendered peacebuilding

Building Cultures of Peace

- 4/24 Resolving conflicts and making peace**
Personal and institutional
Cultural context
Transitioning into peacebuilding
- 5/1 Reducing trauma & encouraging reconciliation**
- 5/8 Peacebuilding**
Gandhi
Children's Perspectives

Concluding our Studies (for now)

- 5/15 Applying what we have learned**
- 12/14 Turn in Final Exam/Movie(s) & Munchies**

Final Portfolio Due

Introducing the Psychology of Peace**2/6 Framing our studies for this course****2/13 Understanding psychological & peace-related concepts****Contrasting direct and structural violence**

*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>

*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

Hate groups

*Southern Poverty Law Center (esp. hate groups map & Teaching Tolerance in menu): <http://www.splcenter.org/>

*Hodson, G., & Busseri, M. A. (2012). Bright minds and dark attitudes: Lower cognitive ability predicts greater prejudice through right-wing ideology and low intergroup contact. *Psychological Science*, 23(2), 187-195. doi:10.1177/0956797611421206

2/20 Living in the post 9-11 era**Attitudes about and among Americans**

*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

Park-Taylor, J., Ng, V., Ventura, A. B., Kang, A. E., Morris, C. R., Gilbert, T., & ... Androsiglio, R. A. (2008). What it means to be and feel like a "true" American: Perceptions and experiences of second-generation Americans. *Cultural Diversity & Ethnic Minority Psychology*, 14(2), 128-137. doi:10.1037/1099-9809.14.2.128.

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.

Matsuo, H., McIntyre, K., Wai Hsien, C., & Karamelic, A. (2010). Ambivalent prejudice toward refugees: The role of social contact and ethnic origin. *Missouri Electronic Journal of Sociology*, 7, 1-19.

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

*Salaita, S. (2005). Ethnic identity and imperative patriotism: Arab Americans before and after 9/11. *College Literature*, 32(2), 146-168.

Responding to Direct Violence**2/27 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

- *National Center for PTSD (US Dept. of Veterans Affairs): Returning from the War Zone (2013)
<http://www.ptsd.va.gov/public/reintegration/guides-rwz.asp>
<http://www.ptsd.va.gov/public/pages/fslist-self-help-cope.asp>
- Bomann-Larsen, L. (2004, June). License to kill? The question of just vs. unjust combatants. *Journal of Military Ethics*, 3(2), 142-160. doi:10.1080/15027570410006093
- Maguen, S., Lucenko, B. A., Reger, M. A., Gahm, G. A., Litz, B. T., Seal, K. H., & ... Marmar, C. R. (2010). The impact of reported direct and indirect killing on mental health symptoms in Iraq War veterans. *Journal of Traumatic Stress*, 23(1), 86-90.
- 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

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
- *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.
- Anderson, C. A., Shibuya, A., et al. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin*, 136(2), 151-173. doi:10.1037/a0018251
- Huesman, L. R. (2010). Nailing the coffin shut on doubts that violent video games stimulate aggression: Comment on Anderson et al. (2010). *Psychological Bulletin*, 136(2), 179-181. doi:10.1037/a0018567
- 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.

3/6 Coping with personal, episodic violence**Corporal punishment**

- *Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. *Law & Contemporary Problems*, 73(2), 31-56. AN: 57803490
- Afifi, T. O., Mota, N. P., Dasiewicz, P., MacMillan, H. L., & Sareen, J. (2012). Physical punishment and mental disorders: Results from a nationally representative US sample. *Pediatrics*, 130(2). doi:10.1542/peds.2011-2947
<http://pediatrics.aappublications.org/content/early/2012/06/27/peds.2011-2947>
- Holden, G. W. (2002). Perspectives on the effects of corporal punishment: Comment on Gershoff (2002). *Psychological Bulletin*, 128(4), 590-595. doi:10.1037//0033-2909.128.4.590

Domestic and partner abuse

- *Isaacs, T. (2001, Summer/Fall). Domestic violence and hate crimes: Acknowledging two levels of responsibility. *Criminal Justice Ethics*, 20(2), 31. AN 6581596.
- *Graham-Bermann, S. A., & Perkins, S. (2010). Effects of early exposure and lifetime exposure to intimate partner violence (IPV) on child adjustment. *Violence & Victims*, 25(4), 427-439. doi:10.1891/0886-6708.25.4.427.
- 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

- *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.
- Meyer, D. (2010). Evaluating the severity of hate-motivated violence: Intersectional differences among LGBT hate crime victims. *Sociology*, 44(5), 980-995. doi:10.1177/0038038510375737
- 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
- Rothman, E. F., Exner, D., & Baughman, A. L. (2011). The prevalence of sexual assault against people who identify as gay, lesbian, or bisexual in the United States: A systematic review. *Trauma, Violence & Abuse*, 12(2), 55-66. doi:10.1177/1524838010390707
- Christie et al. (2001), ch. 2

3/13 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

*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

Center for Building a Culture of Empathy: <http://cultureofempathy.com>

Collaborative for Academic, Social, and Emotional Learning (CASEL): <http://casel.org/guide/>

Knafo, A., Zahn-Waxler, C., Van Hulle, C., Robinson, J. L., & Rhee, S. (2008). The developmental origins of a disposition toward empathy: Genetic and environmental contributions. *Emotion*, 8(6), 737-752. doi:10.1037/a0014179.

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

Sze, J. A., Gyurak, A., Goodkind, M. S., & Levenson, R. W. (2012). Greater emotional empathy and prosocial behavior in late life. *Emotion*, 12(5), 1129-1140. doi:10.1037/a0025011

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

3/20 Moving beyond the personal perspective to a national level**Nationalism ≠ patriotism**

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

Kemmelmeier, M., & Winter, D. G. (2008). Sowing patriotism, but reaping nationalism? Consequences of exposure to the American flag. *Political Psychology*, 29(6), 859-879. doi:10.1111/j.1467-9221.2008.00670.x

de Zavala, A., Cichocka, A., Eidelson, R., & Jayawickreme, N. (2009). Collective narcissism and its social consequences. *Journal of Personality and Social Psychology*, 97(6), 1074-1096. doi:10.1037/a0016904.

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.

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

Sahar, G. (2008). Patriotism, attributions for the 9/11 attacks, and support for war: Then and now. *Basic and Applied Social Psychology*, 30(3), 189-197. doi:10.1080/01973530802374956.

Militarism & Globalization

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

Vail III, K. E., & Motyl, M. (2010). Support for diplomacy: Peacemaking and militarism as a unidimensional correlate of social, environmental, and political attitudes. *Peace & Conflict*, 16(1), 29-57. doi:10.1080/10781910903486813.

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

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

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*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

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Concluding our Studies (for now)**5/15 Applying what we have learned**

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