

CANADIAN SCHOOL OF PEACEBUILDING

CANADIAN MENNONITE UNIVERSITY

Peace Psychology

PSYC/PCTS–2950/3 *SESSION II: JUNE 22-26, 2015*

Course Syllabus

INSTRUCTOR: Daniel J. (Dan) Christie, Ph.D
TIMES: Session II, June 22-26, 2015, 9am-5pm
E-MAIL: christie.1@osu.edu

COURSE DESCRIPTION

Peace psychology is an emerging field that focuses on the application of psychological theories and practices to the promotion of harmony and equity in relationships and systems. This course offers the opportunity to examine patterns of thoughts, feelings, and actions that can help transform conflicts into relationships that are based on positive interdependence, mutual well being and trust. In this course, a participatory approach that draws on the principles of harmony and equity in human relations will be the main mode of interaction.

The course is offered either for training or for 3 hours of academic credit.

CORE TEXTS:

Peace Psychology. Oxford Bibliographies Online

Christie, D. J., & Noor, N. M. (2014). Peace Psychology. *Oxford Bibliographies Online: Psychology*. doi: 10.1093/obo/9780199828340-0134.

The *Bibliography* provides an annotation of Assigned Readings and other readings that will be introduced in classes. A prepublication version of the bibliography can be found in your Dropbox.

The Encyclopedia of Peace Psychology.

Christie, D. J. (2012). (Ed.) *Encyclopedia of peace psychology, Volumes 1, 2, 3*. Hoboken, NJ: Wiley-Blackwell.

All participants enrolled in the course will have electronic access to the *Encyclopedia* at no cost through the CMU library.

Nonkilling Psychology

Christie, D. J., & Pim, J. E. (Eds.). (2012). *Nonkilling psychology*. Honolulu, Hawaii: Center for Global Nonkilling. Open access at <http://www.nonkilling.org>.

Peace, Conflict, and Violence: Peace Psychology for the 21st Century

Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall. Copyright reverted to authors and available through open access at [Peace Psychology Text](#)

Journal of Social and Political Psychology

Cohrs, J. C., & Vollhardt, J. R. (Eds.). *Journal of Social and Political Psychology*. Open-access journal at [JSPP](#)

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others who are not taking the course for credit are encouraged to read as much as possible in order to gain the maximum benefit from the course. Assignments can be submitted to me at Christie.1@osu.edu.

ASSIGNMENTS and GUIDELINES (for credit)

1. Review of literature in your chosen area of interest

This assignment has several purposes. For some, the assignment will give you an opportunity to explore in some depth an area of peace studies that is most useful to you in relation to your current research and/or practice. For others who are new to peace studies, this assignment will make it possible for you to learn more about the field, especially from a psychological perspective.

Your review of the literature can be drawn from any of the core texts for the course or any other literature that pertains to the psychological dimensions of peace and conflict. I have included in

your Dropbox a copy of a presentation by Prof Linden Nelson given at the American Psychological Association entitled *Useful Resources for Teaching Peace Psychology*. Prof Nelson highlights several of the core texts we are using in this course and suggests topics you might want to explore. For example, he excerpts topics from the *Encyclopedia of Peace Psychology*, a resource that provides nearly 300 brief entries (usually about five pages per entry) on a wide range of topics that pertain to peace psychology.

Your review should have a minimum of five citations as references and should require approximately 150 pages of reading. A high quality review paper will have good content, clarity, and conciseness. By content, I am referring to the accuracy and preciseness with which key ideas are presented in the paper. Quotations should be kept to a minimum. When you have captured and expressed the substance of articles accurately in your own words, then your paper reflects good content. Clarity refers to how clearly ideas are presented, how well ideas flow within paragraphs and how smooth the transitions are across paragraphs. Clarity is also reflected in the overall organization and coherence of the paper. Conciseness refers to how densely packed the ideas are in your paper. It usually takes several drafts to tighten and produce a paper that has good content, clarity, and conciseness.

The Appendix contains some additional criteria you may want to refer to and consider when working on your assignments. These criteria further reinforce the importance of good content, clarity and conciseness. I also think you will find these criteria useful guidelines for your reflection as you work on your assignments.

Due: Monday, June 22, 2015
Length: 6 pages (including one reference page)
Percentage of Final Grade: 20%

2. Application of Course Material

In this course we will discuss eleven topics. For Assignment 2, please review the key points on each one of the topics. As much as possible apply the topics to your areas of research and practice. Your “area” may be defined by a particular geohistorical context in which you work (e.g., Thailand) or a particular kind of work you do (e.g., humanitarian, conflict transformation, etc.). Another possibility is that your area will be defined by the kind of work you might wish to do in the future.

Not all of the concepts and findings we discussed in class will be applicable to your area. Be selective but also be certain to draw on the course content that is most relevant to your area. Again, for grading purposes, I will be looking at the content, clarity and conciseness of your assignment.

Due: Monday, August 3, 2015

Length: 10 pages (including reference pages)

Percentage of Final Grade: 40%

3. Research and Practice Proposal

For our third assignment, you will focus on a particular research and/or practice topic of interest to you. Proposals give you the opportunity to creatively think through problems and invent solutions. Your proposal could focus on a set of applied or theoretical research hypotheses you

would like to explore. Alternatively, your focus might be a demonstration project that includes an evaluation component. In other instances, you could explore practices or praxis in action.

Proposals include a review of relevant research that pertains to your topic, a description of hypotheses you wish to explore, the methods you will use, the results you expect, and the implications of your work. Details on these components of a proposal appear in your Dropbox.

For grading, I will be looking at the usual – content, clarity and conciseness – but in addition, the feasibility and creativity of your proposal will be included in your grade.

Due Date: Monday, August 17, 2015

Length: 10 pages (including reference pages)

Percentage of Final Grade: 40%

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). My preference is APA style but you may choose whatever style you wish. Just be sure to use the style properly and consistently.

EVALUATION: SOME GENERAL CONSIDERATIONS

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

As you know, good communication skills are essential for justice and peacebuilding work. Therefore, you will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

LETTER GRADE/PERCENTAGE SCALE

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

Letter Grade	Percentage	Grade Points	Descriptor
A+	97-100	4.5	Exceptional
A	90-96	4	Excellent
B+	87-89	3.5	Very Good
B	80-86	3	Good
C+	77-79	2.5	Satisfactory
C	70-76	2	Adequate
D	60-69	1	Marginal
F	0-59		Failure

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2015.

SCHEDULE AND TOPICS & Readings List- Draft- Subject to change

Topics (Assigned Readings associated with topics appear in next section)

Monday

I. Introduction: Overview of Peace Psychology (10:00 - 12:30)

2. Topics explored by participants prior to summer session (1:30 - 5:00)

Tuesday

3. Geohistorically Situating Peace Psychology (9:00 - 12:30)
4. Class Sampler: What is Peace Psychology the Psychology of? (1:30-2:30)
5. Multidisciplinary Foundations of Peace Psychology (3:00-5:00)

Wednesday

6. Research Methods (9:00-12:30)
7. Psychological Perspectives on Conflict and Violence (1:00-5:00)

Thursday

8. Psychological Perspectives on Negative Peace (9:00-12:30)
9. Psychological Perspectives on Positive Peace (2:00-5:00)

Friday

10. Personal Peace and Social Transformation (9:00-12:00)
11. Humanitarian Issues, Ethics, and Social Responsibility (1:30-3:00)

Assigned Readings:

Note: Assigned Readings are either open access (Core Readings), available electronically through the CMU library (Encyclopedia) or appear in your Dropbox.

Also in your Dropbox, see the following (prepublication) bibliography for an annotation of Assigned Readings and other readings that will be introduced in classes: Christie, D. J., & Noor, N. M. (2014). Peace Psychology. *Oxford Bibliographies Online: Psychology*. doi: 10.1093/obo/9780199828340-0134

Monday

I. Introduction: Overview of Peace Psychology (10:00 - 12:30)

Christie, D. J., Wagner, R. V., & Winter, D. D. (2001). Introduction to peace psychology. In D. J. Christie, R. V. Wagner, and D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century*, 1-13. Available at [Peace Psychology Text](#)

Christie, D. J., Tint, B., Wagner, R. V., & Winter, D. D. (2008). Peace psychology for a peaceful world. *American Psychologist*, 63, 540-552.

Cohrs, J. C., & Boehnke, K. (2008). Social psychology and peace. *Social Psychology*, 39, 4-11.

Vollhardt, J. K., & Bilali, R. (2008). Social psychology's contributions to the psychological study of peace: A review. *Social Psychology, 39*, 12-25.

2. Discussion of topics explored by participants prior to summer session (1:30 - 5:00)

Tuesday

3. Geohistorically Situating Peace Psychology (9:00 - 12:30)

Gergen, K. J., Gulerce, A., Lock, A., & Misra, G. (1996). Psychological science in cultural context. *American Psychologist, 51*, 496-503.

Christie, D. J., & Montiel, C. J. (2013). Contributions of psychology to war and peace. *American Psychologist, 68*, 502-513.

Christie, D. J. (2006). What is peace psychology the psychology of? *Journal of Social Issues, 62*, 1-17.

Noor, N. M., & Christie, D. J. (in press). Themes in peace psychology research. In D. Bretherton & S. F. Law (Eds.), *Research methods in peace psychology*. New York: Springer.

4. Class Sampler: What is Peace Psychology the Psychology of? (1:30-2:30)

5. Multidisciplinary Foundations of Peace Psychology (3:00-5:00)

Stephenson, C. M. (1989). The evolution of peace studies. In D. C. Thomas & M. T. Klare (Eds.), *Peace and world order studies* (pp. 9-19). Boulder, CO: Westview Press.

Galtung, J. (2007). Introduction: peace by peaceful conflict transformation - the TRANSCEND approach. In C. Webel & J. Galtung (Eds.), *Introduction to peace and conflict studies* (pp 14-35). New York, NY: Routledge.

Galtung, J., & Webel, C. (2007). Peace and conflict studies: looking back, looking forward. In C. Webel & J. Galtung (Eds.), *Introduction to peace and conflict studies* (pp 397-401). New York, NY: Routledge.

Suedfeld, P., Cross, R. W. & Stewart M. (2012). Levels of analysis problem. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 595-599). Malden, MA: Wiley-Blackwell.

Wednesday

6. Research Methods (Participants choose three methods relevant to their work) (9:00-12:30)

Bercovitch, J. (2012). Archival research. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 50-54). Malden, MA: Wiley-Blackwell.

Boehnke, K. & Shani, M. (2012). Survey research in peace psychology. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 1084-1088). Malden, MA: Wiley-Blackwell.

de la Rey, C. (2012). Narrative analysis. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 685-687). Malden, MA: Wiley-Blackwell.

Fisher, D. M. & Stuhlmacher, A. F. (2012). Meta-analysis. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 629-632). Malden, MA: Wiley-Blackwell.

Hulsizer, M. R. & Woolf, L. M. (2012). Experimentation, design and analysis. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 432-437). Malden, MA: Wiley-Blackwell.

Kronberger, N. (2012). Qualitative methods and coding. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 916-920). Malden, MA: Wiley-Blackwell.

Madill, A. (2012). Grounded theory. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 493-497). Malden, MA: Wiley-Blackwell.

McKay, S. (2012). Community-based participatory action research. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 747-751). Malden, MA: Wiley-Blackwell.

Weingart, L. R. & Olekalns, M. (2012). Quantitative methods and coding. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 920-924). Malden, MA: Wiley-Blackwell.

Zartman, W. (2012). Comparative case studies. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 172-175). Malden, MA: Wiley-Blackwell.

7. Psychological Perspectives on Conflict and Violence (1:00-5:00)

Hewstone, M., Rubin, M., & Willis, H. (2002). Intergroup bias. *Annual Review of Psychology*, 53, 575-604.

Stephan, W. G., & Mealy, M. D. (2012). Intergroup threat theory. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (p. 561-564). Malden, MA: Wiley-Blackwell.

Bar-Tal, D. (2007). Sociopsychological foundations of intractable conflict. *American Behavioral Scientist*, 50, 1430-1453.

Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. *Personality and Social Psychology Review*, 3, 193-209.

Jost, J. T. & Hunyady, O. (2005). Antecedents and consequences of system-justifying ideologies. *Current Directions in Psychological Science*, 14, 260-265.

Opatow, S. (2001). Social injustice. In D. J. Christie, R. V. Wagner, D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century*. [Peace Psychology Text](#)

Thursday

8. Psychological Perspectives on Negative Peace (9:00-12:30)

Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? A review and assessment of research and practice. *Annual Review of Psychology*, 60, 339-367.

Tausch, N., Kenworthy, J., Hewstone, M. (2006). Intergroup contact and the improvement of intergroup relations. In M. Fitzduff & C. Stout (Eds.), *The psychology of resolving global conflicts: From war to peace, Vol. 2* (pp. 67-107), Westport, CT: Praeger Security International.

Sanson, A., & Bretherton, D. (2001). Conflict resolution: Theoretical and practical issues. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century*. [Peace Psychology Text](#)

Boehnke, K. & Shani, M. (2012). Anti-war activism. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 5-9). Hoboken, New Jersey: Wiley-Blackwell.

Nadler, A. (2012). Reconciliation. In L. Tropp (Ed.), *The Oxford handbook of intergroup conflict* (pp. 291-308). NY: Oxford University Press.

9. Psychological Perspectives on Positive Peace (2:00-5:00)

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9, 75-78.

Montero, M. (2009). Methods for liberation: Critical consciousness in action. In M. Montero & C. Sonn (Eds.), *The psychology of liberation: Theory and applications* (pp. 73-92). NY: Springer.

Montiel, C. J. (2001). Toward a psychology of structural peacebuilding. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century*. [Peace Psychology Text](#)

Friday

10. Personal Peace and Social Transformation (9:00-12:00)

Christie, D. J., Behrman, J. R., Cochrane, J. R., Dawes, A. Goth, K., Hayden, J., Masten, A. S. Panter-Brick, C., Punamaki, Raija-Leena, & Tomlinson, M. (2014). *Healthy human development as a path to peace*. In J. Leckman, C. Panter-Brick, & R. Salah (Eds.), *Raising a peaceful world: The transformative power of families and child development*. Boston: MIT Press.

Mayton, D. M. (2009). Intrapersonal perspectives of nonviolence. In D. M. Mayton (Ed.), *Nonviolence and peace psychology* (pp. 61-86). NY: Springer.

Nelson, L. L. (2012a). Peaceful personality. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 823-827). Malden, MA: Wiley-Blackwell.

Nelson, L. L. (2012b). Social and emotional learning. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology* (pp. 1004-1007). Malden, MA: Wiley-Blackwell.

11. Humanitarian Issues, Ethics, and Social Responsibility (1:30-3:00)

Arrigo, J. M., Eidelson, R. J., & Bennett, R. (2012). Psychology under fire. *Peace and Conflict: Journal of Peace Psychology*, 18, 384-400.

Wessells, M. G. (2009). Do no harm: Toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, 64, 842-854.

Appendix

Additional Criteria to Consider for your Assignments

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	<ul style="list-style-type: none"> - is coherent and logically developed -uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed -uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	<ul style="list-style-type: none"> - has virtually no errors of conventions 	<ul style="list-style-type: none"> - has minimal errors of conventions 	<ul style="list-style-type: none"> - is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	<ul style="list-style-type: none"> - is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read 	<ul style="list-style-type: none"> - displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read 	<ul style="list-style-type: none"> - has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

NOTE: The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.