

**Syllabus for PSYC 159E • Seminar in Peace Psychology**

Hate is the subtlest form of violence. - M.K. Gandhi

True peace is not merely the absence of tension; it is the presence of justice. - Martin Luther King, Jr.

This senior seminar is a collaborative investigation into research and ideas in peace psychology. It is modeled after the seminar on *The Psychology of Violence and Peace* taught at the UN's Universidad de la Paz (University For Peace). Both seminars have the premise that "an understanding of the psychological roots and causes of human aggression and violence is essential for the transformation of cultures of violence into cultures of peace" (from the UN syllabus).

Peace psychology as a field examines a wide range of psychologists' contributions to conflict and peace, from the individual's inner experience to international relations. The field also evaluates the impact of conflict and peace on psychosocial functioning. Peace psychology aims to prevent violence and build peace with psychologically-informed ideas, practices, tactics and transformations in humanity. This is a large area of study, with many applications for research and practice in personal change, aggression, group relations, abuse, family violence, bullying, trauma, institutional violence, gang and urban violence, ethno-political violence and genocide. The field has been profoundly affected by the recurrence of terrorism, torture,<sup>1</sup> and our country's involvement in the wars in Iraq and Afghanistan.

This year the seminar will focus on psychosocial aspects of war and cultural peace. The first half of the course examines theory, research, and issues associated with human violence and aggression, focused on the phenomenon of modern war. The second half of the course moves toward conflict resolution and peacebuilding at multiple levels. Topics to be discussed may include psychosocial assistance to war survivors, reconciliation, conflict prevention, nonviolence, peace education, and building a culture of peace.

This is a senior seminar with required capstone projects. Students can choose projects among a wide variety of topics in peace psychology. Class meetings will have some formal instruction, and there will also be student project presentations, with discussion to promote critical thinking and personal growth.

**Some objectives:**

- To increase student understanding of the psychology of aggression, conflict, violence, and peace.
- To apply psychological principles and tools to the conflict prevention and the construction of peace in diverse contexts.
- To stimulate critical reflection on the values implicit in psychological ideas about violence and peace.
- To understand and promote psychology's contributions to peacebuilding and the culture of peace.
- To understand the value of peace education.
- To stimulate personal reflection on the link between one's own development, personality, and behavior and the construction of peace at multiple levels.

**Instructor:** David A. "Tony" Hoffman, Ph.D. email: thoffma@ucsc.edu phone: (831) 247 5558  
Office: Social Sciences Bldg 2, #352 Office hrs: 2PM Thursdays and by appointment.

**Class times and location:** Tuesdays & Thursdays at noon in Social Sciences 1 room 161

**Instructional materials, readings, and other class materials** are posted on the Peace Psychology class web page on Tony's instructional web site <http://www.tonyhoffmanucsc.net/> (username "student" and password "peacemaker"). The page also has materials to help with student research and learning. The course also has a reader: *Approaches to Peace: A Reader in Peace Studies* (paperback) by David P. Barash (ed.), Oxford University Press (3rd edition), 2013. ISBN-13: 978-0199949151

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<sup>1</sup> some of which were facilitated by psychologists in the U.S. (see Soldz2008 on the class web page).

**Assignments/required activities:**

- \* **Attendance and positive, constructive participation in presentation and group discussion** (25 points). This seminar is a collaborative effort in learning, critical thinking, and sharing of ideas. Contribution, discussion, attendance, and assistance with everyone's learning make for a great seminar. Attendance will be awarded 5 points per day, on random days, through the quarter.
- \* **Thought essays** (20 points each). These are take-home essays critically analyzing the class readings and discussions (250-500 words). To be assigned and due most Mondays.
- \* **A capstone project, described in class and in a separate handout, to include:**
  - topic and plan essay (25 points) due on eCommons Friday January 16.
  - annotated bibliography (25 points) due on eCommons by Friday January 23.
  - project outline (25 points) due on eCommons Friday January 30.
  - presentation (100 points) date to be arranged with Tony.
  - rough draft (50 points) due Friday February 20. \* *Note that if a rough draft is not turned in, the final paper has to be fifteen to twenty pages to fulfill DC requirements.*
  - final project (100 points) due at the end of the quarter (finals week).
- \* **Collaboration and assistance on another student's project** (25 points).
- \* **Three reflection essays on student presentations** (25 points each). These two-page essays are to summarize what was learned about the topics presented by other students in their capstone presentations (see below). The essays are to summarize important aspects of the topic, discuss issues that were raised, and express one's own thoughts about these issues, with suggestions for the presenters on how to improve on their projects. Each essay will be forwarded to the presenter. These essays are due on eCommons on Fridays February 6, 27 and March 6.

**Grading** is criterion-based (ask Tony what this means), probably on the following point distributions: A> 94%, A- > 92%, B+> 90%, B > 84%, B-> 82%, C+> 80%, C > 74%. Scores less than 74% will be graded according to Tony's discretion.

**Veterans:**

You are welcome and honored here. If you need any assistance, please talk to Tony or the teaching assistants.

**Disability accommodations:**

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to Tony during his office hours or by appointment, preferably within the first week of the quarter. Contact DRC by phone at 831-459-2089, or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu) for more information.

**This class is located in an academic honor zone:**

This class is a community of learners. You are asked to honor, respect, and facilitate the learning of all students. You should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that you will engage in activities that help others learn. This includes using constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

You are expected to do nothing to harm the educational experience of other students in the class. This expectation applies to appropriate behavior during class: arriving on time for class, avoiding unnecessary disruptions, etc. You should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to text, email, nor to listen to your iPod or MP3 player. If you will be taking notes using your laptop, please only use the laptop for class notes and activities; we will periodically check the content of your screens.

Collaborative and group learning is encouraged in this course. However, all work submitted in this course must be your own and produced exclusively for this course. Tony assumes all students are familiar with UCSC's policy on academic honesty and integrity (available at: [http://www.ucsc.edu/academics/academic\\_integrity/undergraduate\\_students/](http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/)). This is a policy the class will strictly adhere to. Cheating on exams will result in failure and dismissal from the class. As in all UCSC classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. If you have any questions about academic honesty issues as they pertain to this course, you should consult with Tony or a TA before completing any course requirements.

**Save and back up your work in this class!** As with all UCSC courses, you are responsible for archiving your papers, exams, and other materials in this course. It is expected that you will copy or back up all work. If material is misplaced, you must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse you from producing required work.

**Some quality documentary films on topics covered in this course:**

*A Force More Powerful • As We Forgive • Beneath the Blindfold • Death in Gaza • Doctors of the Dark Side  
Encounter Point • Favela Rising • The Fog of War Ghosts of Rwanda • Promises • Restrepo • Until When... •  
Vietnam: A Retrospective • Vietnam: Long Time Coming • the PBS series on Women, War and Peace.*

## Tentative Class Schedule and Assignments

### **Week 1: January 6 - 9: war and peace**

introduction to peace psychology • introduction to student projects and presentations • the meanings of war  
the meanings of peace • the great peacemakers • war and collective violence

**Reading:** PeacePsychPcflWorld, Barash reader: Freud pp. 9+, Mead pp. 20+, Hedges pp. 24+, Lorenz pp.14+.

### **Week 2: January 12 -16: killing, terror and torture**

**Monday: thought essay due**

*appointments with Tony to plan projects*

hatred, aggression and the roots of evil • killing • the psychology of the gun • terrorism

**Reading:** FiveBeliefs, MacNairViolenceBegets, MogghadamStaircase, SoldzHealersInterrogators, Barash reader:  
Gomaa pp.197+.

**Friday January 16: project topic & plan due**

### **Week 3: January 20 - 23: intractable conflict and genocide**

**Tuesday: thought essay due**

*collaboration groups form • appointments with Tony to plan projects*

mass killing and genocide • ethnopolitical violence and intractable conflict

perceptions, attitudes and emotion in conflict

**Reading:** StaubWorldWithoutGenocide, BecomingEvil, IntractableConflictsRouhana, IsraeliPalestinianAttitudes

**Friday January 23 annotated bibliography due**

### **Week 4: January 26 - 30: the war on women and children; peacekeeping**

**Monday: thought essay due**

*collaboration groups meet • appointments with Tony to plan projects*

gender-based violence • children, war and violence • peacekeeping and the UN • international law • human rights

**Reading:** WarHarm2Women, Barash reader: Fasulo pp. 143+, Pinker pp.159+, Barash pp.230+

**Friday January 30: project outline due**

### **Week 5: February 2 - 6: building “negative” peace**

**Monday: thought essay due**

contact • conflict resolution • conflict transformation

**Reading:** IntergroupContactAsTool, ConstructiveConflictResolution, Chapter 17 (Conflict Resolution),  
BuildingTrustAmongEnemies

**Friday February 6: first reflection essay due**

### **Week 6: February 9 - 13: conflict resolution, justice and reconciliation**

**Monday: thought essay due**

strategic peacebuilding • justice • forgiveness • truth and reconciliation

**Reading:** Staub2004, DeutschJustice&Conflict, BarTalReconciliation, PowerAssymetryRouhana, Barash reader:  
Tutu pp. 303+.

### **Week 7: February 16 - 20: building “positive” peace**

**Monday: thought essay due**

communities and reconciliation • life without war • women and peacebuilding • economic transformations

**Reading:** CommunityReconciliationWessells, GenderEquality&Peace, SustainableDevelopment, Barash reader:  
Fry pp. 162+, Dumas pp. 118+, Sachs pp. 221+.

**Friday February 20: project rough draft due**

### **Week 8: February 23 - 27: nonviolence, liberation, and education**

**Monday: thought essay due**

civil disobedience and nonviolence • liberation psychology • peace education

**Reading:** Chapter 25 (Gandhi as Peacebuilder), PeaceEducationTheory, Barash reader: Friere pp. 214+, Gandhi  
pp. 258+, King pp. 226+.

**Friday February 27: second reflection essay due**

### **Week 9: March 2 - 6: the culture of peace and the land ethic**

**Monday: thought essay due**

the Culture of Peace • the Earth Charter • action for peace

**Optional reading:** UNESCOcultureofpeaceBrochure, CultureOfPeaceFry, Earth Charter, Barash reader: Leopold  
pp. 202+, Gore pp. 210+.

**Friday March 5: last reflection essay due**

### **Week 10: March 9 - 13: action for peace**

making a difference • careers in peace

**Optional reading:** Chapter 30 (psychologists making a difference), handout on graduate studies in peace

**Final project due the week of final examinations.**