

**PY 208. Applied Psychology--
Issues of War & Peace
Spring, 2006**

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In general, I'm good about returning email and very, very bad about returning phone calls.

This is still a course in transition. It began as an effort to acquaint students with applied psychology in general and to make connections between subdisciplines of psychology and issues associated with war and peace. It is evolving in the direction of a course in the emerging discipline of peace psychology.

The goal of seeking links between basic psychology and real world applications to conflicts remains. To this end, many of our readings will look at psychologists trying to apply basic research. Others will look at psychologists trying to do applied research in the context of understanding and solving conflicts. On the other hand, as the relatively new discipline of peace psychology begins to take form, the ability of psychology to speak sensibly about war and peace issues grows and we will read several articles by peace psychologists.

More specifically, by the end of this course, students should be able to . . .

#1. See more clearly how course work in diverse areas of psychology can be brought to bear on a broad variety of real world problems.

#2. Think more critically about the possible contributions of psychology to waging war or pursuing peace.

Readings:

Christie, D. J., Wagner, R. V. & Winter, Deborah DuNann (2001). *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Upper Saddle River, NJ: Prentice Hall.

There will also be several (the majority actually) readings on closed reserve in Beeghley Library. A few will be available on line.

Grades:

Reading annotations	30%
Quizzes	50%
Participation	5%
Final exam (at the registrar's pleasure)	15%

Reading annotations. To help ensure that you've carefully read the material and to check your understanding, you will be asked to complete a written exercise on key questions about each reading. For each reading assignment, you will be asked to type your annotations, bring them to class and turn them in at the end of class. (If you don't want to type, you can map or hand-write and turn them in *at the beginning of class.*) Your approach to these annotations might be guided by the questions on the next page.

1. What did the author say?
 - In your own words, what was the main point of the paper?
 - What are the key points in support of the main argument?
2. What is one question or issue that seems worth discussing?
3. Does this paper seem connected to other readings or other courses you're taking?

You are not tied to these exact questions. Mainly you are trying to convince me that you read, understood and thought about each of the assigned readings. Each annotation will be scored

- 0 (didn't do it),
- 1 (did it but missed the point or did a shoddy job), or
- 2 (took it seriously, seemed to get it).

Annotations not turned in on time may get ½ credit if turned in within 24 hours. There will also be a number of readings that are available for extra credit. In order to get extra credit, you will need to have done all of the assigned reading for that day—otherwise the extra credit wouldn't be extra.

(When you think about it, this is a pretty good deal. You're in complete control of 30% of your grade. If you just take care of business when it's due, you should be able to max out on this part of the grade. Even if you struggle with some of the readings, you can make it up with some extra credit. On top of that, you'll be better prepared for discussions and quizzes and, if you do a good job on the annotations, preparing for the quizzes and the final ought to be much easier.)

Quizzes. Quizzes will replace hourlies in this course. They will be more focused than hourlies, covering less material. Quiz days will always be announced at least one class meeting in advance (tentative quiz days are indicated on the syllabus). While some of the quizzes will tap basic understanding of concepts, they will more often be directed at critical evaluations of the relations between points of view or at the implications of points of view, theories, or data. The intent, and in many cases, the question or questions to be asked will also be announced, mainly because these quizzes represent an attempt to foster goal #2 above. Calling them quizzes rather than hourlies does not imply that it's ok to approach them casually.

Students who must miss a quiz for foreseeable reasons (eg. field trips, sports, non-elective surgery) should make arrangements to take the quiz early. Quizzes missed for reasons of illness or other emergencies will require written evidence in order to have the option to make them up without penalty. It may be possible to make up quizzes missed for reasons that are not documented (eg. A fight with your girlfriend/boyfriend/roommate/parent/family pet, your alarm clock/car/bike/skateboard broke), but there will be a 20% service charge. In other words, the maximum possible grade for a 20 point quiz would be 16.

The lowest quiz score will be dropped.

Tentative quiz dates are listed below. If it is necessary to change them, I'll let you know as soon as I can. Stay tuned to **Blackboard** for schedule updates.

Participation. It is assumed that reading assignments will be done on time and that students will be ready to engage in discussion about them. Participation grades will be based on my impression of your preparation, willingness, and ability to confront the material for the course. To help me get an accurate impression, I may begin class by asking randomly chosen students to pick out the high points of the reading for the day. Consistently showing up on time

but providing little other evidence of engaging the course material is worth about a C. We'll adjust from there.

Tentative Schedule of Reading Assignments and Quizzes*

Date	Topic	Reading assignment	Extra credit reading
1/18	Why wars happen	Weick (1984)	
1/23	"	C, W & W chs 3, 6.	
1/25	"	C, W & W ch 7; Schmookler (1984)	
1/27	War's consequences	C, W & W ch 9; Wessells (1998a)	Cox & Langholtz (1998) or Winter (1998)
1/30	"		http://www.pbs.org/wgbh/pages/frontline/shows/heart/readings/nejm.pdf
2/1	Structural violence	C, W & W chs 8, 10, 12 (do any 2; 3rd is extra credit)	
2/3		QUIZ	
2/6	Enemy images	http://www.apa.org/releases/heart/html	
2/8	"	Silverstein (1992)	Hess & Mack (1991)
2/10	Conflict escalation/traps	Deutsch (1983)	
2/13	"	Jervis (2002)	
2/15	"	Plous (1985)	
2/17	"	Brockner & Rubin (1985)	Pettigrew (2003)
2/20		QUIZ	
2/24	Reducing conflict	Sebenius (2001); Fisher & Ury (1981)	
2/27	"	C, W & W ch 17	O'Connor & Adams (1999)
3/3	"	Osgood (1962)	
	SPRING BREAK	SPRING BREAK	SPRING BREAK
3/13		QUIZ	
3/15	Reducing conflict	Rubin (1981); Kelman (1997)	

3/1 7	“	Britt (1998); C, W & W ch 22	C, W & W ch 15; Wessells (1998b)
3/2 0	“	Ch 24, ch 25	C, W & W ch 23
3/2 2	“	QUIZ	
3/2 7	Leaders & followers	Hogan, Curphy & Hogan (1994)	Lau (1998)
3/2 9	“	Salas (1998)	Krueger (1998), Bartone (1998)
3/3 1	“	Kelman & Hamilton (1990)	www.prisonexp.org
4/3		QUIZ	
4/5	Decision making	C, W & W ch 5; Tetlock & McGuire (1986)	
4/7	“	Matlin (1998)	
4/1 0	“	Janis (1986); Lebow (1981)	
4/1 2	“	Kelman (1995)	
4/1 9	“		Tetlock (1986)
4/2 1	“		Rubin (1990)
4/2 4		QUIZ	
4/2 6	Terrorism	Reich (1990);	
4/2 8	“	Wessells (2002);	www.apa.org/ppo/issues/svignetteterror2.html
5/1	“	www.apa.org/about/division/terrorism.html ; Plous & Zimbardo (2004)	

* Register for this course on **Blackboard** and check “Announcements” often to stay on top of any changes in the reading assignments or quiz dates. On each Thursday, I intend to post the schedule for the following week.

Blackboard will also contain links to several web sites for ngos and other information of interest to peace psychologists.

Drop policy: You may drop this course until 2:30 on 4/17/05. Note that this is two weeks before the last day of classes.

On reserve in the library:

Bartone, P. (1998). Stress in the military setting. In Cronin, C. *Military psychology: An introduction* (pp. 113 - 146). Paragon House Publishers: NY.

Britt, T. W. (1998). Psychological ambiguities in peacekeeping. In Langholtz, H. J. (Ed.). *The psychology of peacekeeping*. (pp. 111 – 128). Praeger: Westport, CT.

Brockner, J. (1985). *Entrapment in escalating conflicts : a social psychological analysis*. (pp. 239 - 249). Springer – Verlag:NY.

Deutsch, M. (1986). The malignant (spiral) process of hostile interaction. In Ralph K White (Ed.). *Psychology and the Prevention of Nuclear War*, New York University Press: NY, 131-154.

Fisher, R. & Ury, W. (1986). Principled negotiation. In Ralph K White (Ed.) *Psychology and the Prevention of Nuclear War*,. (pp. 479 – 489). New York University Press: NY.

Hesse, P. & Mack, J. E. (1991). The world is a dangerous place: Images of the enemy on children’s television. In Rieber, R. W. (Ed.). *The Psychology of War and Peace: The Image of the Enemy*. Plenum Press: NY.

Hogan, R. Curphy, G.J. & Hogan, Joyce. (1994). What we know about leadership: Effectiveness and personality. *American Psychologist*, 49, 493 – 503.

Janis, I. (1986). Problems of international crisis management in the nuclear age. *Journal of social issues*, 42(2), 201 -220.

Jervis, R. (2002). Signaling and perception: Drawing inferences and projecting images. In K. R. Monroe (Ed.). *Political psychology*. (pp. 293 – 312). Lawrence Erlbaum Associates, Inc: Mahwah, NJ.

Kelman, H. C. (1995). Decision making and public discourse in the gulf war: An assessment of underlying psychological and moral assumptions. *Peace & conflict: Journal of peace psychology*, 1(2), 117 -130.

Kelman, H. C. (1997). Group processes in the resolution of international conflicts: Experiences from the Israeli – Palestinian case. *American Psychologist*, 52(3), 212 – 220

Kelman, H.C. & Hamilton, V. L. (1993). Sanctioned massacres. In Kressel, N. J. (Ed.) *Political psychology: Classic and contemporary readings*. (pp. 232 – 240). Paragon House Publishers: NY.

- Krueger, G. P. (1998). Military performance under adverse conditions. In Cronin, C. *Military psychology: An introduction* (pp. 89 -111). Paragon House Publishers: NY.
- Lau, A. (1998). Military leadership. In Cronin, C. (Ed.) *Military psychology: An introduction*. (pp. 49 – 69). Simon & Shuster Custom Publishing: Needham Heights, MA.
- Lebow, R. N. (1986). Decision making in crises. In Ralph K White (Ed.). *Psychology and the Prevention of Nuclear War*, (pp. 397 - 414). New York University Press: NY.
- O'Connor, Kathleen M. & Adams, Ann A. (1999). What novices think about negotiation: A content analysis of scripts. *Negotiation journal*, 135 – 147.
- Osgood, C. E. (1986). Graduated and reciprocated initiatives in tension reduction: GRIT. In Ralph K White (Ed.) *Psychology and the Prevention of Nuclear War*,. (pp. 194 - 203). New York University Press: NY.
- Pettigrew, T. F. (2003). Peoples under threat: Americans, Arabs, and Israelis. *Peace and conflict: Journal of peace psychology*. 9(1), 69 – 90.
- Plous, S. (1985). Perceptual illusions and military realities. *Journal of conflict research*, 29(3), 363 – 389.
- Plous, S. L. & Zimbardo, P. G. (2004). How psychology can reduce terrorism. *Chronicle of higher education*, (September 10, p. B9)
- Reich, W. (1990). Understanding terrorism: The limits and opportunities of psychological inquiry. In W. Reich (Ed.) *Origins of terrorism: Psychologies, ideologies, theologies, states of mind*. Woodrow Wilson International Center for Scholars and Cambridge University Press: Cambridge.
- Rubin, J. Z. (1986). Some roles and functions of a mediator. In Ralph K White (Ed.) *Psychology and the Prevention of Nuclear War*,. (pp. 255 – 273). New York University Press: NY, NY.
- Rubin, J. Z. (1990). Conflict, negotiation and peace: Psychological perspectives and roles. In Sylvia Staub and Paula Green (Eds.) *Psychology and social responsibility*, (pp. 121 -144). NYU Press: NY.
- Salas, E., Canon-Bowers, P., & Smith-Jentsch. (1998). Teams and teamwork in the military. In Cronin, C. *Military psychology: An introduction* (pp. 71 – 87). Paragon House Publishers: NY.
- Schmookler, A. B. (1986). Selection for the ways of power in social evolution. In Ralph K White (Ed.). *Psychology and the Prevention of Nuclear War*, (pp. 227 – 235). New York University Press: NY,.
- Sebenius, J. K. (2001). Six habits of merely effective negotiators. *Harvard business review*. 79(4), 87 -95.
- Silverstein, B. (1992). The psychology of enemy images. In S. Staub & P. Green (Eds.). *Psychology and Social Responsibility: Facing Global Challenges*. (pp. 145 – 162). New York University Press: NY.
- Tetlock, P. E. (1986). Psychological advice on foreign policy: What do we have to contribute? *American psychologist*, 41(5), 557 – 567.
- Tetlock, P. E. & McGuire, C. B., Jr. (1986). Cognitive perspectives on foreign policy. In Ralph K White (Ed.). *Psychology and the Prevention of Nuclear War*, (pp. 255 – 273). New York University Press: NY.

Weick, K. E. (1984). Small Wins: Redefining the scale of social problems. *American Psychologist*, 39, (1), 40-49.

Wessells, M. G. (1998a). The Changing Nature of Armed Conflict and its Implications for Children: The Graça Machel / UN Study. *Peace and Conflict: Journal of Peace Psychology*, 4, (4), 321 – 334.

Wessells, M. G. (1998b). Humanitarian intervention, psychosocial assistance, and peacekeeping. In Langholtz, H. J. (Ed.). *The psychology of peacekeeping*. (pp. 131 - 152). Praeger: Westport, CT.

Wessells, M. G. (2002). Terrorism, social injustice, and peace building. In C. E. Stout (Ed.) *The psychology of terrorism*, vol. 4, (pp. 57 – 73). Praeger: Westport, CT.