

Peace Psychology
Johanna Solomon

Course Number: 702.XXXX
Semester: Summer 2015
Class Time: Mon, Tues, Thurs
Class Location: TBA

Office Hours: by appointment.
Location:
Phone:
E-Mail: j.a.solomon@gmail.com

Prerequisites:

This class will be taught in English. Students for whom English is a second language should see the instructor for any extra help they might need in order to be successful in this class.

Course Summary:

This course teaches basic concepts of peace psychology, including positive and negative peace, conflict resolution and reconciliation. It discusses both the micro-level psychological foundations for peace and conflict, such as power and emotions, as well as group and national level dynamics. In each class, a variety of psychological approaches, from neuroscience through political psychology will be discussed.

Opportunities to personalize the course based on interests will be frequent. This course will be highly interactive, focusing on experiential learning and education. This means students should be prepared to participate in discussions, simulations, and presentations. There will also be at least one 'field-trip' associated with this class. These will be optional but highly encouraged and will demonstrated different aspects of peace programs and the use of psychology in relation to the Israeli Palestinian conflict.

Learning Outcomes:

Students will develop a nuanced and critical understanding of theories relating to peace psychology. They will develop a strong ability to work collaboratively and will be able to translate theories into conflict resolution, reconciliation, and communication skills. Students will have an ability to apply their knowledge in written essays.

Required Texts and Readings:

In order to keep costs down, this course will be based on articles available online through the library.

Assignments and Grading:

Assignments	Percent of Grade
Midterm	30%
Final	30%
Participation	15%

Short Analysis Papers	10%
In-Class Presentation	10%
Quiz	5%
Total	100%

1) Midterm: *Interview Paper (30%)*

Conduct a 30 to 45 minute interview with someone that has been involved in peace building in some way. This can be anyone from an academic working on related research, to a police officer, to a member of a related NGO. Please check this person with a professor before the interview.

Write a 6 to 8 page paper based on this interview. This paper should briefly discuss who the person is (no more than 2 pages) and a key experience they have been involved with (no more than 2 pages). Then, it should apply the class concepts to their experience (1 to 3 pages).

2) Final: *Group Project (30%)*

In groups of 4 to 5 (to be assigned), construct a business plan for a conflict resolution or reconciliation program/ attempt. Final papers will be 10-15 pages, with each group handing in 1 paper. Include: an introduction with an overview of your plan and the psychological basis for why it will work, a description of your plan in detail, a budget for your plan or a financial statement for why this plan will be beneficial, and a plan for how you will get relevant groups/ members involved. Each group member will hand in an additional 1 page outlining the concerns they have regarding their potential plan and how at least one concern could be addressed.

3) *Quiz (5%)* (1 given at random, without notice) on concepts and readings.

4) *Short Analysis Paper (1): (10%)*

In 1.5 to 2 pages, summarize and then analyze your performance in an in-class exercise. Apply class concepts to what occurred. OR, summarize and analyze a field trip or relevant extracurricular experience (pre-approved by the instructor) in 1.5 to 2 pages.

5) *Short Presentation of Reading (1): (10%)*

In less than 10 minutes, summarize one article for the class (article choices to be made on day one). Lead 5 minutes of discussion on this article, and have at least 1 good question on the article ready to kick off this discussion. Hand in a 1.5 to 2 page paper with your summary, question, and a short conclusion of how you believe this article might apply to conflict resolution or reconciliation in an ongoing conflict of your choice.

**might occur in groups, depending on number of class participants*

5) *Participation (15%)*

This is an interactive class so only excused absences are permitted. As per University Policy, students must attend at least 80% of the classes or they will not pass the course. Due to the short nature of this class, and the difficulties in catching up, students are

expected to attend all classes and to write the instructor before class, or as soon as possible, if an exception needs to be made for health or other reasons.

Not coming to class, coming to class unprepared or more than 20 minutes late, or leaving early will result in lost participation points. Participate actively in class, demonstrating knowledge of class readings, answering questions, and/or contributing to group activities to gain full participation points for the course.

Course Policies:

Papers:

Assignments are due at the start of class, printed and stapled if multiple pages. An electronic dropbox may also be available. If so, all papers will be due into the dropbox before the start of class. Papers will be double spaced, 12 point Times New Roman font with 1" margins. Please spell and grammar check your essays; writing counts in life and in this course. Be consistent and use page numbers, paragraphs, and correctly integrate block quotes if you use them. Make sure you properly cite your sources. A good paper will have at least four separate sources, at minimum. *Academic dishonesty will not be tolerated and carries serious penalties (See University Policy).*

Concerning citation and references:

(<https://owl.english.purdue.edu/owl/resource/560/02/>)

- Please use in-text citation, following APA format

- o For personal interactions or lectures: (Solomon interview; Oct 11, 2012)

- o For all articles and books: (Nibbe 2011)

- o For quotations: (Nibbe 2011, p. 3)

- Include a reference section for each paper. Do not count this toward your page limit.

Late papers must be E-mailed to both Professors. Papers will lose 10 percentage points for each day late (so 90% will become an 80% after midnight the day the paper was due). Papers received by Professors after the start of class on the day they are due will lose 5 percentage points. If giving a presentation, you may hand in your paper after you present.

Computers:

Computers may be used for taking notes during lectures. However, use of Facebook or Gmail during class is not permitted. You will need to bring a pen/ pencil and paper to each class, as computers will not be permitted during class exercises. Texting and other use of your phone during class is not permitted. If you must make an emergency contact with someone, please leave class. Otherwise, your focus will be appreciated.

Grading:

Any grade disputes must be taken up in office hours (not by E-mail). Any re-grade requests will include re-grading of the entire work in question. Please let instructors know promptly if there are any technical mistakes, which will be corrected ASAP.

Class and Reading Schedule:

Readings due by the start of class. Only **1-2 articles per class will be read by everyone**, the remaining articles will be assigned to individuals for their presentations or covered during class. These required articles are marked with an *. Any additional articles will be discussed by the instructor in class and might be helpful additional readings for papers.

Note: Class schedule and readings subject to change. Changes will be discussed in class and reminders sent by E-mail.

1) Introduction: What is peace?

* 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.

Topics Discussed: Conflict, Negative Peace and Positive Peace, Reading Journal Articles

Activities: Introductions, Syllabus Review, Discussion of Class Interests, Conflict Styles, Assignments

2) Groups and Identity: Why Conflict?

* Tajfel, H., Billig, M. G., Bundy, R. P. & Flament, C. (1971). Social categorization and intergroup behaviour. *European Journal of Social Psychology*, 2, 149-178.

Pettigrew, TF. (1979). The ultimate attribution error: Extending Allport's cognitive analysis of prejudice. *Personality and Social Psychology Bulletin*. psp.sagepub.com

Brewer, M.B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17, 475-482.

Sherif, M. (1966). *In common predicament: Social psychology of intergroup conflict and cooperation*. Chapter 5 (pp. 71-93). Boston: Houghton Mifflin.

* Hewstone, M., Rubin, M., & Willis, H. (2002). Intergroup bias. *Annual review of psychology*, 53(1), 575-604.

Kubota, J. T., Banaji, M. R., & Phelps, E. A. (2012). The neuroscience of race. *Nature neuroscience*, 15(7), 940-948.

Topics Discussed: groups and evolution, philosophy and the nature of man, and in-group bias

Activities: Minimal Group Example, Attribution exercise, Discussion of Group Identities, Midterm Planning

3) Power: Does Great Power Come with Great Responsibility?

* F Pratto, J Sidanius, S Levin. (2006). Social dominance theory and the dynamics of intergroup relations: Taking stock and looking forward. *European review of social psychology*. Taylor & Francis

* SD Lane, RA Rubinstein, RH Keefe. (2004). Structural violence and racial disparity in HIV transmission. *Journal of Health Care*. muse.jhu.edu

RS Harris Jr. (2009). Racial microaggression? How do you know?—Revisited. psycnet.apa.org

Leyens, J. P., Cortez, B., Demoulin, S. Divido, J. F., Fiske, S. T., Gaunt, R., Paladino, M. P., Rodriguez-Perez, A., Rodriguez-Torrez, R., & Vaez, J. (2003). Emotional prejudice, essentialism, and nationalism. *European Journal of Social Psychology*, 33, 703-717.

Something like: Staub, E. (2001). Individual and group identities in genocide and mass killing. In R. D. Ashmore, L. Jussim, & D. Wilder (Eds.), *Social identity, intergroup conflict, and conflict reduction* (pp. 159-184). Oxford, Oxford University Press.

Topics Discussed: power in societies (exp gender, rights, and math), power in conflict, micro-aggression, structural violence, and power relations

Activities: looking at some basic SDO scales, Race and Academia- structural violence solutions

4) Emotions: Chicken or Egg? Head or Heart?

* Mackie et al. (2000). Intergroup emotions: Explaining intergroup action tendencies within an intergroup context. *Journal of Personality and Social Psychology*, v.79, 602-616.

Yale Alumni Magazine. (2007). When good people do evil. Available online at http://www.yalealumnimagazine.com/issues/2007_01/milgram.html

Fear: Ullrich, J. & Cohrs, J. C. (2007). Terrorism salience increases system justification: Experimental evidence. *Social Justice Research*, 20, 117-139.

Pettigrew, T. F. (2003). Peoples under threat: Americans, Arabs, and Israelis. *Peace and conflict: Journal of peace psychology*. 9(1), 69 – 90

* Cohen-Chen, S., Halperin, E., Crisp, R.J. & Gross, J.J. (2014). Hope in the Middle East: Malleability beliefs, hope, and the willingness to compromise for peace. *Social Psychological and Personality Science*. 5 (1), 67-75.

Halperin, E & Canetti-Nisim, D & Kimhi, S. (2012). In love with hatred: A longitudinal

study on the political consequences of group based hatred. *Journal of Applied Social Psychology*, 42(9), 2231-2256.

Topics Discussed: Emotions and Conflict/ Conflict Resolution, Midterm topics

Activities: Design a Study

5) Conflict Resolution (Theory): Barriers to Peace

* Bar-Tal, D. (2000). From intractable conflict through conflict resolution to reconciliation: Psychological analysis. *Political Psychology*, 21, 351-365.

Kelman, H. C. (2005). Interactive problem solving in the Israeli-Palestinian case: Past contributions and present challenges. In R. J. Fisher (Ed.), *Paving the way: Contributions of interactive conflict resolution to peacemaking* (pp. 41-64). New York: Lexington Books.

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

* Janis. (1971) Groupthink. *Psychology today*. apps.olin.wustl.edu

Topics Discussed: Conflict Resolution, Negative Peace, Military versus Non-Military Interventions, Cycle of War example (Hutu and Tutsi)

Activities: GroupThink on Non-Political Topic (price of flights), Middle East ideas- Do we need positive or negative peace?

6) Conflict Resolution (Practice): Ending wars and disputes

A Brief Introduction to Theories on International Relations and Foreign Policy by Bill Newmann: <http://www.people.vcu.edu/~wnewmann/468theory.htm>

Nye, J. (2008). Public diplomacy and soft power. *Annals of the American Academy*, 616, 94- 105.

P Le Billon, E Nicholls. (2007). Ending 'resource wars': Revenue sharing, economic sanction or military intervention? *International Peacekeeping*, Taylor & Francis

* JZ Rubin. (1981). Dynamics of third party intervention: Kissinger in the Middle East. ncjrs.gov

* RJ Lewicki, SE Weiss, D Lewin. (1992). Models of conflict, negotiation and third party intervention: A review and synthesis. *Journal of organizational behavior*, Wiley Online Library

WJ Durch. (1993). The evolution of UN peacekeeping: case studies and comparative analysis. stimson.org

Topics Discussed: options for ending conflict, direct or third part interventions

Activities: watch video, negotiation exercises (personal, sports, international)
negotiation video: <http://gershonbaskin.org/insights/gershon-baskin-addresses-the-center-for-citizen-peacebuildingand-international-studies/>

7) Midterm Presentations and Class Review

Midterm papers due at start of class.

Topics Discussed: discussion of final, review of 1st half, catch up on anything from first half

Activities: presentations of midterm, time to organize for final

8) Reconciliation (Theory): Neurons, Emotions, and Forgiveness in Conflict

* Wang, Y-W., Davidson, M. M., Yakushko, O. F., Savoy, J. B., Tan, J. A., & Bleier, J. K. (2003). Empathy. *Journal of Counseling Psychology, 50*, 221-234.

De Dreu, C. K., Greer, L. L., Handgraaf, M. J., Shalvi, S., Van Kleef, G. A., Baas, M., ... & Feith, S. W. (2010). The neuropeptide oxytocin regulates parochial altruism in intergroup conflict among humans. *Science, 328*(5984), 1408-1411.

RN Turner, K West, Z Christie. (2013). Out-group trust, intergroup anxiety, and out-group attitude as mediators of the effect of imagined intergroup contact on intergroup behavioral tendencies. *Journal of Applied Social Psychology*. Wiley Online Library

* K Aquino, TM Tripp, RJ Bies. (2006). Getting even or moving on? Power, procedural justice, and types of offense as predictors of revenge, forgiveness, reconciliation, and avoidance in organizations. *Journal of Applied Psychology*. psycnet.apa.org

Discussion Topics: Link between neurology, emotions, cognitions and actions; psychological barriers and motivations toward reconciliation

Activities: negotiations 2 (with emotional, trust concerns), additional time for final organization

9) Reconciliation (Practice): Building Communities

Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of Intergroup contact theory. *Journal of Personality and Social Psychology, 90*, 751-783.

* Malhotra, D., & Liyanage, S. (2005). Long-term effects of peace workshops in protracted conflicts. *Journal of Conflict Resolution*, 49(6), 908-924.

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

* Wehrenfennig, D. 2013. Citizen Peacebuilding Movements. *The Wiley-Blackwell Encyclopedia of Social and Political Movements*.

South African Truth and Reconciliation Commission: <http://www.justice.gov.za/trc/>
Topics Discussed: transitional justice, community building, contact hypothesis
Activities: DOJ exercise

10) Future Directions and Current Lines of Work

Saguy, T., Tausch, N., Dovidio, J. F., & Pratto, F. (2009). The Irony of Harmony Intergroup

Contact Can Produce False Expectations for Equality. *Psychological Science*, 20(1), 114- 121.

G Levy. (2014). Is there a place for peace education? Political education and citizenship activism in Israeli schools. *Journal of Peace Education*, 2014 - Taylor & Francis
TBD (other current and upcoming work)

11) To be Decided Class (based on group interests)

Possibilities include clinical issues, individual level stuff, international relations, just war theory, additional case studies or a simulation.

12) Group Presentations and Goodbyes

Final Papers due 1 week after end of class.