

Syllabus for PSYC 140R
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. ("Stride Toward Freedom")

This senior seminar is a collaborative investigation into current research and ideas in peace psychology. It is based on an advanced training course on the Psychology of Peace and Violence taught at the UN's University for Peace (Universidad para la Paz) in Latin America. The seminar is based on the premise that understanding 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). The seminar can examine the breadth of human violence, from family to international conflict. This examination of violence and conflict has the purpose of better informing ways to promote psychological and social well-being. Thus the seminar is intended to stimulate psychologically informed thinking about how to prevent violence and build peace.

Class meetings will consist of student discussions of psychosocial aspects of violence, conflict, and peace. Discussions are to be scheduled and run by students themselves, facilitated by the instructor. Students will pick psychosocial topics to research and present in class, using guided inquiry and discussion.

Instructor:

David A. "Tony" Hoffman, Ph.D.
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Office hrs: Wed. & Fri. 8:30 AM
Office: Social Sciences Bldg 2, #378

Class times and locations:

Room 265, Social Sciences Bldg. 2, on Wednesdays, from 1 to 4:30PM, except April 18 and May 9, when we will start at 2:10 PM.

Readings and research:

Daniel J. Christie, Richard V. Wagner, Deborah DuNann Winter (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. N.J.: Prentice-Hall.

There will also be readings, abstracts, notes, and important links posted on Dr. Hoffman's web site, <http://www.proper.com/tonyhoffman/index> (username: "student" and password: "peacemaker").

Seminar objectives (adopted and adapted from the UN course):

- To increase understanding of the psychology of aggression and violence at levels ranging from the family level to the international level.

- To increase understanding of the psychological connections between violence and peace.
- To apply psychological principles and tools to the prevention of destructive conflict and the construction of peace in diverse contexts.
- To stimulate critical reflection on the values implicit in psychological approaches to violence and peace.
- To understand and promote psychology's contributions to peacebuilding.
- To discuss the implications of peace psychology for peace education and
- To stimulate reflection on the link between one's own development, personality, and behavior and the construction of peace at multiple levels.

Selection of seminar topics:

Students and the instructor will select seminar topics on the first day of class. Peace Psychology is a broad area of study, and this seminar can only cover a limited set of topics in the brief time allotted. Topics can include:

Conflict and Violence

Current wars and warfare
 Arms and weapons
 Social identity & ethno-political conflict
 terrorism
 Psychosocial impact of armed conflict
 Social ecologies of violence and peace
 The psychology of violence
 Genocide
 Soldiering
 Perpetrator trauma
 Gang violence
 Family violence
 Social injustice
 Sexual and gender-based violence
 Bullying
 Psychological effects of media violence
 Human rights
 The psychology of hate
 Poverty and violence
 School violence
 Urban violence
 Refugees and resettlement

Peace

How people understand peace and war
 Psychology in Nobel Peace Prize lectures
 Disarmament and DDR
 Well-being and peace
 Conflict resolution
 Psychology of survivors
 Cultural and psychospiritual healing
 Peace education
 Reconciliation
 Post-war reintegration
 Intervention and rethinking of trauma
 Development of Prosocial Personality and Orientation
 Peacebuilding
 Psychology of conflict prevention and transformation
 Post-conflict reconstruction for peace
 Social integration and peacebuilding
 Children as agents of peace
 What is nonviolence?
 Peace, ritual, and religion
 Conflict prevention

Students will write annotated bibliographies, outlines and review papers on their presentation topics. They will also write reflection essays on at least four class discussions and readings.

Assignments/required activities:

The following assignments and activities are to be described in more detail in class:

attendance and positive, constructive participation in presentation and group discussion (50 points): As a seminar, this course is to be a group effort of choosing topics of study, presenting authoritative ideas, and then advancing discussion to promote learning. A major goal of the course is to help others learn while each one of us learns. Contributing, attending, and assisting everyone's learning is what a good seminar is all about. See the "academic honor zone" section below.

four reflection essays on ideas presented in class (25 points each): Over fifteen major topic areas in peace psychology will be covered in this seminar. Students are to write four essays reflecting on just four of these topic areas. The 2-page essays are to summarize what was learned about the topic, what issues were raised, and to analyze one's own thoughts about these issues.

an annotated bibliography with associated readings (50 points): this will be the first step in developing a project on a self-chosen topic area to be presented in class and described in a thorough review paper. Students are to find important readings in the topic area of their choice, review them, and provide an annotated bibliography to Tony by Wednesday April 11. A reading will be selected from these that will be read by the entire group.

paper outline (50 points): this second step will occur after most research is done. The outline is to be a detailed, with an abstract, and include every heading and subheading intended for the final paper. Due Wednesday May 2.

seminar presentation and discussion (100 points): Each student's topic area is to be presented by the student in a structured but open-ended seminar discussion. The topic area is to be summarized, central issues are to be raised, and a set of five (or more) inquiries are to be discussed about the topic area. Discussion is to be led by the presenter. To be calendared below.

a 10-20 page paper, based on the presentation, reviewing research and ideas on the topic (100 points): this paper on the student's topic is to be written like a review chapter or paper. It is to proceed with a presentation and history of the topic, with a discussion of theory and thought. Specific research findings, if available, are to be reviewed. Central knowledge about the topic is to be presented. The material is to be organized and composed so a conclusion synthesizes thought and research on the topic. Future directions and applications of this knowledge should be described. "Lessons learned" should also be presented. APA format, with a title page, abstract, headings and subheadings, and references.

Evaluations and grades:

Evaluations and grades will be based on each student's attendance, involvement and progress on assignments. Evaluations of students will in part be based on timeliness.

Grading: Final grades will be based on a total possible score of 400 points. Grading is criterion-based (ask Tony what this means), probably based on the following point distributions:

A: 370+ A-: 360-369 B+: 350-359 B: 330-349 B-: 320-329 C+: 310-319 C: 280-309

Scores less than 280 will be graded D (= tried, showed effort and consulted with Tony) or F (= showing little or no effort/interest).

Narrative evaluations: Tony values the narrative process at UCSC as an important tool for student feedback. Narrative evaluations will be based on grades, student participation, and student behavior.

This seminar is located in an academic honor zone:

Students are asked to honor, respect, and facilitate the learning of the class as a whole. Students should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that students will engage in activities that help others learn. This includes the use of constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others. Students 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. Cell phones, beepers and noisy electronics must be turned off in class. Students should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Don't come to class to sleep (you will be awakened and asked to leave). Do not come to class to read a book or newspaper, nor to listen to your iPod or MP3 player.

Collaborative and group learning is encouraged and expected in this seminar. 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/student_guide.html). This seminar will strictly adhere to this policy. The ideas and writings of others are shared contributions to our knowledge; so the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. Students who have any questions about academic honesty issues should consult with Tony before completing any course requirements.

Save and back up your work in this class! As with all UCSC courses, it is expected that students are responsible for keeping papers, exams, and other records documenting their progress in this course. It is expected that students will copy or back up all work on disk or hardcopy. If material is misplaced, students should be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse a student from producing required work.

WORKSHEET for Seminar Schedule

Week 1: April 4

| Presentation topics and presenters: | Reading: | Optional reading: |
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| Tony Hoffman: "What are war, violence and peace?" review: aggression in children Introduction to peace education | syllabus Christie et al, pp. 1-14 Introduction to Peace Psychology | handout: session description, readings, & guiding inquiries |

Week 2: April 11 **Annotated bibliographies due**

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 3: April 18 **NOTE: class starts at 2:10 PM.**

First reflection essay due

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 4: April 25

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 5: May 2 **Paper outline due**

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 6: May 9 **NOTE: class starts at 2:10 PM.**

Second reflection essay due

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 7: May 16 **third reflection essay due**

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 8: May 23

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 9: May 30 **Research papers due**

| Presentation topics and presenters: | Reading: | Optional reading: |
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Week 10: June 6 **Fourth reflection essay due**

| Presentation topics and presenters: | Reading: | Optional reading: |
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A Starter Bibliography for Student Research in Peace Psychology

- Ackerman, Peter & Jack DuVall (2001). A Force More Powerful: A Century of Non-Violent Conflict. NY, NY: Palgrave.
- Agger, I. & Jensen, S. (1996). Trauma and recovery under state terrorism. London: Zed.
- Ahearn, F. (Ed.) (2000). Psychosocial wellness of refugees. New York: Berghahn.
- Anderson, E. (1999). Code of the street: Decency, violence and the moral life of the inner city. New York: Norton.
- Aron, A., & Corne, S. (Eds.) (1994). Writings for a liberation psychology: Ignacio Martín-Baró. Cambridge: Harvard University Press.
- Aronson, E. (2000) Nobody left to hate: teaching compassion after Columbine. NY, NY: Holt.
- Beck, Aaron. (1999). Prisoners of hate: The cognitive basis of anger, hostility, and violence. NY: Harper-Collins.
- Barash, David P. (Editor) (2000). Approaches to Peace: A Reader in Peace Studies. NY, NY: Oxford U. Press.
- Barash, David P. & Charles P. Webel. (2002). Peace and Conflict Studies. Thousand Oaks, CA: Sage publications.
- Blumberg, H. H., Hare, A., & Costin, A. (2006). Peace Psychology: a comprehensive introduction. NY, NY: Cambridge U. Press.
- Boothby, N., Strang, A. & Wessells, M. (Eds.) (2006). A world turned upside down: Social ecological approaches to children in war zones. Bloomfield, Ct.: Kumarian Press.
- Bracken, P., & Petty, C. (Eds.) (1998). Rethinking the trauma of war. London: Free Association.
- Cairns, E. (1996). Children and political violence. Cambridge: Blackwell.
- Chiro, D. & Seligman, M. E. P. (Eds.) (2001). Ethnopolitical Warfare: Causes, Consequences and Possible Solutions. Washington, D.C.: American Psychological Association.
- Christie, D., Wagner, R., & Winter, D. (Eds.) (2001). Peace, conflict, and violence: Peace psychology for the 21st century. Upper Saddle River, NJ: Prentice-Hall.
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- Deutsch, M., & Coleman, P. (Eds.) (2000). The handbook of conflict resolution: Theory and practice. San Francisco: Jossey-Bass.
- Donald, D., Dawes, A., & Louw, J. (Eds.) (2000). Addressing childhood adversity. Cape Town: David Philip.
- Eisler, Riane & Miller Ron (2004). Educating for a Culture of Peace. Portsmouth, NH: Heinemann.
- Eron, L., Gentry, J., & Schlegel, P. (Eds.) (1994). Reason to hope: A psychosocial perspective on violence & youth. Washington, DC: American Psychological Association.
- Gan, Barry L. & Robert L. Holmes (Editors). Nonviolence in Theory and Practice
- Garbarino, J., Dubrow, N., Kostelny, K., & Pardo, C. Children in danger: Coping with the consequences of community violence. San Francisco: Jossey-Bass.
- Geen, R. (2001) Human aggression, 2nd ed. Buckingham: Open University Press.
- Green, B., Friedman M., de Jong, J., Solomon, S., Keane, T., Fairbank, J., Donelan, B., & Frey-Wouters, E. (Eds.) (2003). Trauma interventions in war and peace: Prevention, practice, and policy. New York: Kluwer.
- Hagglund, S. Peer relationships and children's understanding of peace and war. In A. Raviv, L. Oppenheimer, & D. Bar-Tal (Eds.), How children understand war and peace, pp. 190-207.
- Hakvoort & L. Oppenheimer, I know what you are thinking: The role-taking ability and understanding of peace and war. In A. Raviv, L. Oppenheimer, & D. Bar-Tal (Eds.), How children understand war and peace, pp. 59-77.
- Hamburg, D., & Hamburg, B. (2004) Learning to live together: Preventing hatred and violence in child and adolescent development. New York: Oxford.
- Herman, J.L. (1992). Trauma and recovery: The aftermath of violence from domestic abuse to political terror. New York: Basic.
- Kemp, G., & Fry, D. (Eds.) (2004). Keeping the peace: Conflict resolution and peaceful societies around the world. New York: Routledge.
- Kozol, J. (1991). Savage inequalities: Children in America's schools. New York: HarperCollins.
- Krippner, S., & McIntyre, T. (Eds.) (2003). The psychological impact of war trauma on civilians: An international perspective. Westport, CT: Praeger.

- Lederach, J. (1995). Preparing for peace: Conflict transformation across cultures. Syracuse, NY: Syracuse University Press.
- Lederach, J. (1997). Building peace: Sustainable reconciliation in divided societies. Washington, DC: U. S. Institute of Peace.
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- MacNair, Rachel (2003). The psychology of peace. Westport, CT: Praeger.
- McCarthy, Colman. I'd Rather Teach Peace
- McEvoy-Levy, Siobhan (Editor) (2006). Troublemakers or Peacemakers? Youth and Post-Accord Peace Building. Notre Dame, IN: U. Notre Dame Press.
- Miller, K., & Rasco, L. (Eds.) (2004). The mental health of refugees: Ecological approaches to healing and adaptation. Mahwah, NJ: Erlbaum.
- Moeller, T. (2001). Youth aggression and violence: A psychological approach. Mahwah, NJ: Erlbaum.
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- R. Punamaki, Concept formation of war and peace: A meeting point between child development and a politically violent society. In A. Raviv, L. Oppenheimer, & D. Bar-Tal (Eds.), How children understand war and peace, pp. 127-144
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- Staub, E. (1989). The roots of evil: The origins of genocide and other group violence. New York: Cambridge University Press.
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- Villarruel, F., Perkins, D., Borden, L., & Keith, J. (Eds.) (2003). Community youth development: Programs, policies, and practices. Thousand Oaks, CA: Sage.
- Volkan, V. D. (1997). Blood lines: From ethnic pride to ethnic terrorism. New York: Farrar, Straus and Giroux.
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- Wessells, M. G. (1998). Children, armed conflict, and peace. Journal of Peace Research, 35(5), 635 - 646.
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