PSYCHOLOGY OF PEACE AND CONFLICT RESOLUTION

Winter Term 2015
CR 518
Portland State University

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Office hours Mondays from 3-5

Required Texts:

Christie, D., Winter, D., Wagner, R. Peace, Conflict and Violence Available on line at:
http://academic.marion.ohio-state.edu/dchristie/Peace%20Psychology%20Book.html

Reading Packet: E-Reserve at the Library

Course Description:

The field of conflict resolution is one that draws from a variety of interdisciplinary arenas and perspectives. A great deal of the foundational theory and practice within the sphere of conflict resolution roots in psychology, particularly, social psychology. This class will explore a historically grounded, contextualized perspective on the psychological dimensions of intra-personal, interpersonal, intra-group and inter-group conflict. It is intended to provide an overview of issues related to human aggression, conflict, violence and peace based on the premise that an understanding of these issues can contribute to a greater ability to reduce conflict and build peace between individuals, groups and societies. In this capacity, we will examine a variety of psychological concepts and how they relate to both the theory and practice of conflict resolution.

Classroom Methodology

This course will use a multi-modal methodology that includes lectures, multimedia presentations, small group discussions, large group dialogue, role plays, group reflection, group presentations, case study analysis and reflection on critical issues related to peace, conflict and violence. As conflict resolution work itself requires flexibility and attention to process dynamics, the class will model the ability to do just this as the need arises. In this regard, students are encouraged to be active participants in the evolution of the class. The goal for this class is to be informative, challenging, stimulating and fun.

Intended Learning Outcomes:

Capacities to Be Developed: This class is intended to increase students' capacities in both knowledge and skills related to conflict resolution. As a learning community we will be attempting to practice and model the concepts that we are studying. Some of the capacities that will enhance this learning experience include:

- Capacity to integrate personal experiences and values with the theories and concepts discussed
- Capacity for reflective learning and engagement
- Capacity for openness and respect towards diverse cultures, opinions and orientations
- Capacity for making theoretical and practical connections across disciplines
- Capacity for identifying and challenging hidden assumptions
- Capacity for empathy, caring and compassion related to local as well as global issues

Learning Objectives: In addition to the capacities listed above, there are certain objectives built into this class. These include:

- To increase understanding of the psychological causes and consequences of conflict at levels ranging from the interpersonal to the international.

- To increase understanding of the psychological and symmetrical connections between conflict and peace.

- To increase understanding of differing dimensions of violence and peace within individual and structural domains.

- To strengthen skills in applying 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 conflict, violence and peace.

- To strengthen skills of collaborative problem solving and communication regarding practical problems of peacebuilding.

- To learn the processes of and engage in constructive dialogue on the implications of the psychology of conflict, violence and peace.

- To stimulate deep reflection on the link between one's own development, personality and behavior and the construction of peace at multiple levels.

- To make strong links between theory and practice in the understanding of the psychology of conflict resolution.

Class Expectations:

This class is designed to be highly interactive, so that class attendance and participation will be an integral component of your grade. If you are late or absent, the whole class is impacted. Full and timely attendance is expected and unexcused absences will count against your grade. Weekly reading must be completed in order to fully participate in class discussions. Evaluation will be based on the degree and quality of class participation and the successful completion of class assignments. Incompletes are not an option except in cases of extenuating circumstances. Incompletes must be negotiated with the professor and a deadline set for completion of all work.

Computers are acceptable in class for note-taking and referencing relevant material/reading ONLY. Checking email or surfing the web during class time is unacceptable and disrespectful. Abuse of this policy will result in computers being disallowed in the classroom.

Assignments:

1) As part of your class experience, you will be participating in a group project. This project will be on the subject of one of the four sections in your textbook, *Peace, Conflict and Violence*. The textbook is provided to give you a frame and a base for your topic but your are NOT expected to cover everything in it. Furthermore, you are free to (invited to) draw from other sources that are also relevant to your topic. As a group, you will be expected to work together to study the topic and prepare a class presentation. You are to meet as a group a **minimum** of three times outside of class. The class presentation can be in whatever form you collectively choose (i.e. direct presentation, discussion, role play, combination of above) as long as it successfully communicates the essence and important components of the topic you are presenting. One grade will be given to all members of the group.

2) During the term, there will be two short papers - a mid-term and final paper (4-5 pages) addressing the reading and the concepts covered in class. You may choose some aspect of the topics that has been covered in class up until that point. You are expected to offer your evaluative comments on these topics and reference relevant reading. You are to pick certain concepts that are most compelling to you and make theoretical and practical linkages as you think about the work of conflict resolution. You can compare and contrast theories, offer pro/con analysis of them, consider a mini-case study through the lens of these theories, link them to other frameworks, etc. These papers are not reflection papers. Papers are to be in APA format and will be evaluated both for content and quality of writing.

Evaluation:

As this class is designed to emphasize both process and content, evaluation will be based on a combination of factors related to your participation. Your grade will be assessed as follows:

Attendance and Participation:	30%
Mid-term Paper:	20%
Final Paper:	20%
Group Project:	30%

Plagiarism:

Any written assignment that has been plagiarized will automatically receive a grade of "F" and could result in an "F" in the class as well. It is easy to uncover and document plagiarism. Don't do it.

Course Outline:

Class 1   Introductions, Class Overview, History of Peace Psych

Class 2   Human Nature and Human Needs

Class 3   Emotions in Conflict

Class 4   Individual and Group Identity

Class 5   **Mid-Term Paper Due On Class Material Up to Identity**
                                               Enmification

Class 6   Cooperation and Competition

Class 7 (Friday, Feb 13)   Intra-group and Inter-group Conflict

Class 8   **Final Paper Due On Class Material Up to Intra and Inter-group Conflict**

                                               Direct Violence and Peacemaking
                                               Group Presentations

Class 9   Structural Violence and Peacebuilding
                                               Group Presentations

COURSE BIBLIOGRAPHY

The following readings are available on e—reserve at the PSU library. The instructions for accessing them are as follows:

Here is the link to the course readings:

http://psu-eres.lib.pdx.edu/eres/coursepage.aspx?cid=9173&page=docs

Note: you have to have Adobe Acrobat Reader to open or view it.

If you have difficulty, please contact Allen Nguyen at: nguyenl@pdx.edu at the PSU Library

CLASS ONE – Background, History of Peace Psychology
From the Online Textbook: Christie, D. et al (2000) Introduction to Peace Psychology. In D. Christie, et al, *Peace, Conflict and Violence: Peace Psychology for the 21st Century.* (pp.1-14). New Jersey, Prentice Hall.

Christie, D. (2006). What is Peace Psychology the Psychology of? J*ournal of Social Issues*, *62,* 1, 1-17.

Christie, D., Tint, B., Wagner, D. and Winter, D. (2008). Peace Psychology for a Peaceful World. *American Psychologist*, 63(6), 540-552.

McNair, R. (2004). The Interweaving Threads of Peace Psychology.
Accessible: http://www.rachelmacnair.com/peace-psych-history

CLASS 2 - Human Nature and Human Needs

Tint, B. and Zinkin, M. (2013). Engaging Personal Peace: Micro and Macro Facets of Needs, Emotions and Mindfulness. In G. Sims, L. Nelson and M. Puopolo (Eds.), *Personal Peace: Psychological Perspectives.* New York: Springer Publishers.

Adams, D. (1986) *The Seville Statement on Violence,*
Accessible: http://www.culture-of-peace.info/ssov-intro.html

Gat, A. (2009). So Why Do People Fight? Evolutionary Theory and the Causes of War. *European Journal of International Relations*, *15*, 4, 571-599.

Burrowes, R. (1996) *The Strategy of Nonviolent Defense*. (pp. 49-62). NY: State University of New York Press.

Burton, J. (1990). Human Needs Theory. In *Conflict: Resolution and Prevention*. New York: St. Martin's Press.

Marker, S. (2003). *Unmet Human Needs*.
Accessible: http://www.beyondintractability.org/bi-essay/human-needs

CLASS 3 – Emotions and Conflict

Allred, K. (2000). Anger and Retaliation in Conflict. In M. Deutsch & P. Coleman (Eds.), *The Handbook of Conflict Resolution* (pp. 236-255). San Francisco: Jossey-Bass.

Nair, N. (2008). Towards understanding the role of emotions in conflict: a review and future directions. *International Journal of Conflict Management*, *19,* 4, 359-381.

Retzinger, S. and Scheff, T. (2000). Emotion, Alienation and Narratives: Resolving Intractable Conflict. *Mediation Quarterly, 18*, 1, 71-85.

Fisher-Yoshida, B. (1999). To Emote or Not to Emote: A Relationship Between Emotions, Culture and Conflict. *The SIETAR International Journal,* 1 2, 43-54.

Hanh, T.N. (2001). No Enemies. In *Anger: Wisdom for Cooling the Flames* (pp. 125 – 143). New York: Riverhead Books.

CLASS 4 – Individual and Group Identity

Brown, R. (2000). Social Identity and Intergroup Relations. In *Group Processes* (pp. 311-360). Oxford: Blackwell Publishers.

Kriesberg, L. (2003) *Identity Issues*
Accessible: http://www.beyondintractability.org/bi-essay/identity-issues

Frable, D. (1997). Gender, Racial, Ethnic, Sexual and Class Identities. *Annual Review of Psychology, 48,* (139-62).

Gibson, J. (2006). Do Strong Group Identities Fuel Intolerance? *Political Psychology, Vol. 27, No. 5.*

McCauley, C. (2002). The Psychology of Group Identification and the Power of Ethnic Nationalism. In D. Chirot & M. Seligman (Eds*.), Ethnopolitical Warfare: Causes, Consequences and Possible Solutions* (pp,343-362). APA: Washington, D.C.

CLASS 5 - Enmification

Barash, D. (1991). Psychology. In *Beloved Enemies* (pp. 87-127). New York: Prometheus Books.

Volkan, V. (1988). Precursors of the Concept of Enemies and Allies. In *The Need to Have Enemies and Allies*, (pp.17-34). USA: Jason Aronson, Inc.

Volkan, V. (1997). Enemy Images: Minor Differences and Dehumanization. In V Volkan, *Bloodlines: From Ethnic Pride to Ethnic Terrorism* (pp.101-115). New York: Farrar, Straus and Giroux.

Gross Stein, J. (1996). Image, Identity and Conflict Resolution. In Chester Crocker (Ed.), *Managing Global Chaos*. Washington: D. C: United States Institute of Peace Press.

Burgess, H. (2003) *Enemy Images*.
Accessible: http://www.beyondintractability.org/bi-essay/enemy-image

CLASS 6 – Intergroup Conflict

Brewer, M. (2001). In-group Identification and Intergroup Conflict. In R. Ashmore, L. Jussim & D. Wilder (Eds.), *Social Identity, Intergroup Conflict, and Conflict Resolution*. (pp. 17-41). Oxford: Oxford University Press.

Hewston, M. and Cairns, E. (2002). Social Psychology and Inter-goup Conflict. In D. Chirot & M. Seligman (Eds.), Ethnopolitical Warfare: Causes, Consequences and Possible Solutions (pp. 319 - 342). APA: Washington, D.C.

Bar-Tal, D. (2004) *Psychological Dynamics of Intractable Conflict*
http://www.beyondintractability.org/bi-essay/psychological-dynamics

Kelman, H. (2004). The Nature of International Conflict: A Social-Psychological Perspective. In H. Langholtz & C. Stout (Eds.), *The Psychology of Diplomacy* (pp.59-77). Praeger Publishers: Westport: CT.

Nadler, A. (2000) Intergroup Conflict and Its Reduction: A Social Psychological Perspective. In *Israelis and Palestinians in Dialogue: The School for Peace Approach* (pp. 13 – 30). New Brunswick: Rutgers University Press.

CLASS 7 - Cooperation and Competition

Brewer, M. & Miller, N. (1996). Intergroup Contact, Cooperation, and Competition: Does Togetherness Make Friends? In *Intergroup Relations* (pp. 107-133). Pacific Grove: Brooks/Cole Publishing.

Deutsch, M. (2000). Cooperation and Competition. In M. Deutsch & P. Coleman (Eds.), *The Handbook of Conflict Resolution* (pp. 21-40). San Francisco: Jossey-Bass.

Allen, W. & Chagnon, N. (2004). The Tragedy of the Commons Revisited: The Role of Kinship and Coresidence in the Establishment and Maintenance of Corporate In-Group Boundaries in Commons Dilemmas. In Y.T. Lee, et al (Eds.) *The Psychology of Ethnic and Cultural Conflict* (pp. 23-47). Praeger Publishers: Westport, CT.

Spangler, B. (2003) *Competitive and Cooperative Approaches to Conflict*
http://www.beyondintractability.org/bi-essay/competitive-cooperative-frames

Bramel, D. (2004). The Strange Career of the Contact Hypothesis. In Y.T. Lee, et al (Eds.) *The Psychology of Ethnic and Cultural Conflict*. (pp. 49-67). Praeger Publishers: Westport, CT.