

V. Positive Peace

V.B5: Collective Action &
Structural Peacebuilding
(Reading: Montiel, 2001)

Peacemaking versus Peacebuilding

- Reduces Social Tension
- Prevents Direct Violence
- Emphasis on nonviolent means (i.e., dialogue)
- Reduces Direct Violence
- Power differences ignored
- Serves the status quo
- Increases Social Tension
- Mitigates Structural Violence
- Emphasis on socially just ends (reducing hierarchy)
- Reduces Structural Violence
- Power differences reduced
- Threatens the status quo

(Montiel, 2001)

Some Methods of Nonviolent Direct Action

- Nonviolent Protest (e.g., marches)
- Nonviolent Noncooperation (e.g., boycotts, strikes, etc.)
- Nonviolent Interventions that Challenge (e.g., taking over salt plant)

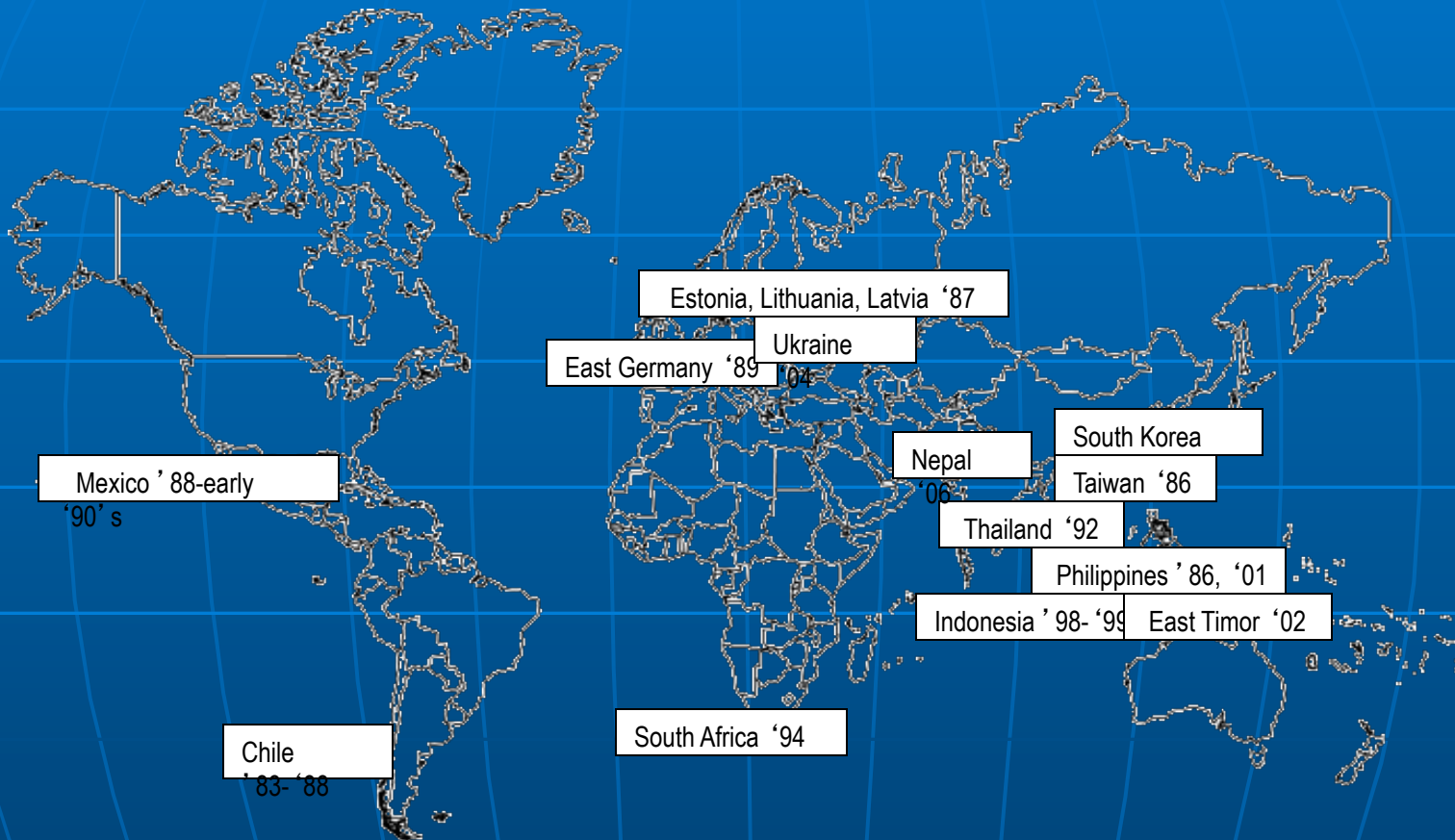
(Montiel, 2001)

Goals of NDA

- Make grievances public
- Penetrate the heart of the oppressor
- Structural Change

(Montiel, 2001)

Nonviolent transitions from 1985-2006



(Montiel & Christie, 2008)

V. Positive Peace

V.C2: Systems Analysis
(Reading: Wagner, 2006)

Terrorism: A Peace Psychology Perspective

(Wagner & Long, 2004)

in Moghaddam & Marsella (Eds.), *Understanding Terrorism*.

Roots of Terrorism

- Conflict: Constructive vs. destructive consequences
- Conflict → Destructive violence
- Why? Human Need Theory
 - Difficult life conditions (poverty)
 - Need for security (threatened values)
 - Need for self-determination (US supported dictators)
 - Need for social respect (culture under siege)

(Wagner & Long, 2004)

Responding to Terrorism

- Malignant Spiral of Violence
 - Violence begets violence
- Peaceful Approaches
 - Peacekeeping
 - Peacemaking
 - Peacebuilding
- The value of empathy

(Wagner & Long, 2004)

Responding to Terrorism

- The value of empathy
 - Satisfying mutual needs (e.g., security & self-determination)
- The value of trust building
 - Reconciliation between warring factions
- Building cultures of peace
 - Cooperative education

Peace Psychology

- Limits of Psychology
 - Levels of analysis problem
 - Imposition of Western psychology