**PEP 6050: The Psychology of Violence and Peace**

**Overview of the Course**

***1    General Description***

This course provides an introduction to the psychology of human aggression and violence and processes of building peace. Its premise is that an understanding of the psychological roots and causes of human aggression and violence is essential for the transformation of cultures of violence into cultures of peace. It aims to examine the causes of violence and aggression at levels ranging from the family to the international levels, to analyze the impact of violence on psychological and social functioning, and to stimulate critical, psychologically informed thinking about how to prevent violence and build peace. The course develops an historically grounded, contexualized perspective that identifies connections between violence at interpersonal, inter-group, communal, and societal levels.

The first half of the course focuses on violence and examines contemporary theory, research, applications, and issues associated with human aggression and violence. Topics will include child abuse, spouse abuse, bullying and school violence, media and violence, gang and urban violence, and social and cultural roots of ethno-political violence and genocide. The second half of the course will then examine the psychology of peace and the tasks of building peace at multiple levels. Topics will include psychosocial assistance to survivors of war and displacement, reconciliation, social integration and peacebuilding, conflict prevention, the development of prosocial personality and orientation, children and peace, and nonviolent conflict transformation. The educational implications of these topics will be examined throughout the course. The course will also provide a space for reflection about how to engage in a culturally grounded practice of peace and will stimulate critical reflection on Western and indigenous approaches.

     Since this is a foundational course intended to stimulate thinking about a wide array of concepts, applications, and issues, it addresses broad themes concerning the psychology of violence and the implications for building peace. Among the key issues are the following:

      What are the psychological causes of violence and aggression at social levels ranging from the family level to the international level?

      What is the relation between aggression and violence at various social levels?

      What are the psychological origins of hatred, genocide, ethnopolitical violence, spouse abuse, gang violence, and school violence?

      What are the psychological impacts and residues of violence at various levels—how do they affect propensities to engage in violence?

      Why are children often violent in school and what can be done about it?

      In regard to violence and peace, how do psychological influences on behavior interact with historical, social, cultural, economic, and political influences?

      Following violence, what can be done to promote healing and reconciliation and to break cycles of violence?

      How can we build peaceful families, schools, and communities?

      What can be done to enable children to develop prosocial orientations and personalities that include caring, empathy, civic engagement and responsibility, moral awareness, and commitment to peace?

***2***      ***Intended Participants***

This course is intended for between 6 and 30 participants in the Masters Degree Program in Peace Education. The participants include people who are continuing their education and mid-career professionals who are involved in education and oriented toward making positive impacts on educational systems and organizations. It is also an elective course that can be taken by students enrolled in other UPEACE Master’s Degree Programmes.

***3***      ***Pre- or Co-requisites***

Although previous psychology courses are valuable, they are not required. Prerequisite skills and sensitivities include:

      Skill in making connections across disciplines

      Sensitivity to different cultural perspectives and understandings

      Ability to participate actively in group discussion

      Empathy with people having different life orientations and experiences

      Willingness to reflect on and learn from one’s own experience

      Ability to identify and challenge hidden assumptions

***4    Class format***

*4.1    Number of credits:  3*

*4.2    Number of sessions and length of course*

      The course will consist of 15 sessions over a three-week period.

*4.3    Methodology*

The course will use a multi-modal methodology that includes lecture, role plays followed by group reflection, small group discussion, case study analysis, and reflection on ethical issues. Throughout the course, these approaches will be used to make connections with peace education.

Lecture will serve to transmit existing substantive concepts, evidence, and practice from different disciplines and to model multidisciplinary integration, causal analysis, identification of psychological connections between violence and peace at various levels, and reflection on the values implicit in different psychological approaches.

Drawing on the instructor’s field experience in various countries and war zones, the role plays will engage participants with real world problems and scenarios, strengthening their skills of application of psychological principles and tools and of making decisions in situations having high degrees of uncertainty. Reflections following the role plays will provide a space for dialogue about the implications for peace education and for analysis of issues of power, gender, class, and culture.

Small group discussion will strengthen skills of collaborative problem solving and communication regarding psychological dimensions of violence and peace. In small groups, participants will be agents who analyze actively from a psychological perspective particular theories, empirical studies, linkages between phenomena at different levels, and problems concerning peace education and violence and peace.

Case study analysis enables students to grapple with actual cases of violence such as school shootings or bullying and of the steps take to address the problem. It invites participants to make connections with psychological theory and application and to analyze the implications of different courses of action.

Reflection on ethical issues will be interwoven into all activities in the course. In addition, the course will include spaces for individual and group reflection and analysis of particular ethical issues, particularly those which peace educators are likely to encounter. Participants will acquire greater skill in applying principles such as confidentiality and “Do no harm,” and they will reflect on the link between their own development, values, personality, and behavior as it pertains to peace.

***5    Course Requirements***

Individual requirements will include completion of assigned readings in advance of particular class meetings, regular class attendance, highly engaged participation in class activities, and completion of a series of four-page essays that include a mixture of analytical, integrative, and reflective dimensions. Sample individual assignments would include, among others, an integrative essay that shows the psychological aspects of a culture of violence and that makes connections across disciplines; an analytic essay that clarifies the links between school violence and violence in families; or a reflective essay that probes the ethics of handling a case of school violence in a particular manner.

Group assignments will include class discussions, role plays, group reflections, and collaborative dialogues outside of class. Sample group assignments would include, among others, small group discussions of the psychological aspects of the 1994 Rwandan genocide and tasks of post-conflict reconstruction for peace; role-playing a scenario involving bullying in a small group; and group discussion of the ethical issues associated with a particular intervention on behalf of peace. Group assignments will also include field work in which small groups visit schools (such as Rincón Grande de Pavas) or communities to make observations regarding psychological sources of violence and opportunities for peacebuilding.

***6    Assessment***

Participants’ performance will be assessed according to performance on a series of six, four-page essays, each of which determines 14% of the grade in the course. The criteria used to evaluate the essays are: comprehensiveness; logical development of ideas and thesis; depth of analysis; evidence of mastery and appropriate use of key theories and concepts; and clarity of exposition. Depending on the type of essay, additional criteria may include: effective integration of ideas from different disciplines; effective application to real-world scenarios or cases; evidence of connections across different levels of analysis; identification and challenge of assumptions; articulation of key ethical issues; and ability to resolve ethical issues in a thoughtful manner.

Since class participation is an essential component of the learning in this course, the quality of class participation will determine 16% of the final grade. The quality of class participation will be evaluated according to the criteria outlined above and also regularity and appropriateness of participants’ contributions.

***7    Intended Learning Outcomes***

*7.1    Capacities to be developed*

The capacities that the course will nourish include the following.

* Capacity to integrate personal experience and values with the concepts discussed and the tasks and values of constructing peace
* Capacity for holistic understanding
* Capacity for openness
* Capacity to respect and support diverse cultures and orientations
* Capacity for empathy, caring, and compassion at all social levels and globally as well as locally

      Capacity for prosocial action and engaged living for peace

*7.2    Learning Objectives*

* To increase understanding of the psychological causes 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 at different levels.

* To increase understanding of basic theory and research on human violence and aggression.

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

* To engage constructive dialogue on the implications of the psychology of violence and peace for peace education.

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

***8***      ***Course Meeting Times and Place***

The course will take place from January 10-28, 2005 at the main UPEACE Campus.

***9    Instructor(s)***

The course instructors will be Dr. Michael Wessells, who is Senior Child Protection Specialist for Christian Children’s Fund and Professor of Psychology at Randolph-Macon College. He has served as President of the American Psychological Association Division of Peace Psychology and Psychologists for Social Responsibility. He is a core member of the Mellon Foundation Psychosocial Working Group on Refugees, which defines a global framework and research agenda on refugee assistance, and of the U. N. research network on Children and Armed Conflict. Author of three books and over 60 published papers and chapters, his current research on children and armed conflict examines child soldiers, displaced children, psychosocial assistance in emergencies, and post-conflict reconstruction for peace. In countries such as Angola, Afghanistan, Sierra Leone, East Timor, Uganda, Kosova, and Sri Lanka, he helps to develop community-based, culturally grounded programs of psychosocial support that link relief and development assistance to war-affected children, families, and communities.

The other instructor will be Dr. Kathleen Kostelny.  She presently works at the Erikson Institute for Advanced Study in Child Development, in Chicago, Illinois, U.S.A, where she is a Senior Research Associate/Director of the Project on Children and Violence.  She has been involved in many research and policy based projects related to violence in children and youth.  Currently she is the  Principal Investigator in a project entitled “Evaluation of Safe from the Start,” for the Illinois Violence Prevention Authority.  She is a recipient of various awards, such as: (1) Fetzer Fellowship (1998-2001), a three year award to individuals who have integrated dimensions of spiritual development into their work and scholarship, to explore the relationship of the inner life of mind and spirit and the outer life of action and service; (2) Kellogg Foundation National Fellowship (1995-1998), a three year award to develop leadership skills and bridge interdisciplinary boundaries; (3) Outstanding Research Award for work in helping children affected by community violence  (presented to Erikson Institute by Lutheran Social Services; 1995); and (4) Child Abuse Research Award (with James Garbarino) from the Society for the Psychological Study of Social Issues, American Psychological Association --  "Child Abuse as a Community Problem" (1992).  She has many publications in her field of expertise.

**Course Sessions and Readings**

**10    Detailed Outline of Instructional Sessions**

***A. Required Texts***

Anderson, E. (1999). Code of the street: Decency, violence and the moral life of the inner city. New

York: Norton.

Christie, D., Wagner, R., & Winter, D. (Eds.)(2001). Peace, conflict, and violence: Peace psychology

            for the 21st century. Upper Saddle River, NJ: Prentice-Hall.

Coloroso, B.(2003). The bully, the bullied, and the bystander. New York: HarperCollins.

Staub, E. (2003).  The psychology of good and evil: Why children, adults and groups help and harm

            others.  New York: Cambridge University Press.

Course Pack prepared by UPEACE.

***B. Instructional Sessions***

*10.1 Social Ecologies of Violence and Peace*

A.Description of Session: Through group discussion, this session will identify systemic roots of violence and peace and connections between structural and direct violence. Lecture will familiarize participants with general theories of aggression such as social learning theory and frustration-aggression theory. Case study and reflection will illuminate the linkage between values and psychology.

B. Indicative Reading:

Christie et al., Peace, conflict, and violence, pp. 1-18, 99-101, 277-281

Staub, E., The psychology of good and evil, pp.199-223

Moeller, T., Youth aggression and violence, pp. 24-44

C. Guiding Inquiries

1. How do social learning processes at the levels of family, school, and community contribute to violence?

2. In what respects is socialization for violence grounded in wider patterns of structural violence?

3. How does mainstream psychology connect with militarism and structural violence?

***Psychology of Violence***

*10.2 Family Violence*

A. Description of Session: This session examines constructive and destructive conflict in interpersonal relations, child abuse, and spouse abuse through a mixture of lecture, group discussion, and case analysis and reflection. Issues of gender and power will be analyzed, and cases from countries such as Angola, East Timor, and Guatemala will be examined.

B. Indicative Reading:

N. Abrahams in Christie et. al., Peace, conflict, and violence, pp. 19-27

D. Mazurana and S. McKay in Christie et al., Peace, conflict, and violence, pp. 251-261

T. Moeller, Youth Aggression and Violence, pp. 98-125

C. Guiding Inquiries

1. Psychologically, what are some constructive aspects of interpersonal conflict?

2. In our own lives, what steps can we take to prevent and limit destructive interpersonal conflict?

3. What are some of the main causes of family violence?

4. How do gender and power issues interact in regard to spouse abuse?

5. Thinking of your own development, reflect on the links between parenting and violence and parenting and peace, respectively.

6. In what ways does the manner in which your own family handles conflict influence peace?

7. How do your values and actions with respect to gender contribute to peace or to systems of violence?

*10.3 School Violence*

A. Description of Session: This session focuses on the psychology of bullying and its impacts, shootings and killings in schools, and psychological aspects of destructive and constructive conflict in schools. Particular scenarios will be discussed with an eye toward identifying causes and impacts as well as strategies for prevention. Group discussion will also examine the connections between school violence and violence at family and community levels.

B. Indicative Reading:

T. Moeller, Youth Aggression and Violence, pp. 267-296

B. Coloroso, The bully, the bullied, and the bystander, pp. 3-158

D. Hamburg & B. Hamburg, Learning to live together, pp. 49-63

C. Guiding Inquiries

1. What are the psychological causes and impacts of bullying at school?

2. How can bullying and other forms of school violence be prevented?

3. What specific pedagogies and steps can educators take to reduce and prevent bullying?

4. How is school violence connected with family violence, community violence, and societal violence?

5. What can be done to convert schools from systems of violence to systems of peace?

*10.4 Urban Violence*

A. Description of Session: This session examines violence in urban contexts, focusing on gang violence, structural violence, and street crime. Lecture will be used to present an integrated, ecological framework for understanding urban violence. Group discussions will analyze why children and youth join gangs, how structural violence relates to direct violence in the streets, and the role of peace education in addressing urban violence.

B. Indicative Reading:

E. Anderson, Code of the Street, pp. 15-236

K. Kostelny & J. Garbarino, in Christie et al., Peace, Conflict & Violence, pp. 110-129

C. Guiding Inquiries

1. Why do youth join gangs?

2. How is street violence and crime rooted in structural violence and guided by “the code of the streets?”

3. How could peace education help to address urban violence?

4. What role can education—formal, informal, and nonformal—play in breaking the cycles of violence that the code of the streets support?

*10.5 Psychological Effects of Media Violence*

A. Description of Session: Focused mostly on the psychological impact of television violence, this session includes a lecture that surveys recent evidence from meta-analyses of the psychological studies on this topic. Using film clips to stir critical thinking and provide context, group discussion will explore conceptual and applied issues and will make connections with the role of violent play in socialization for violence.

B. Indicative Reading:

R. Geen, Human Aggression, pp. 83-112

D. Hamburg & B. Hamburg, Learning to live together, pp. 185-203

C. Guiding Inquiries

1. What does contemporary research indicate about whether and how children are affected by watching violence on television?

2. What factors place children at risk of being affected strongly by violence on television?

3. What psychological methods can be used to help children avoid suffering negative effects from watching violence on television?

4. What can we do as educators and parents to enable the mass media to have positive effects on children’s development?

*10.6 Social Identity and Ethno-political Conflict*

A. Description of Session: This session includes a lecture on social identity theory and on psychological processes that escalate conflict. Through analysis of case studies, the group will discuss how social identity can influence inter-group violence.

B. Indicative Reading:

Sections of Volkan, Bloodlines, pp. 36-49, 81-115

Cairns, E., & Darby, J. (1998). The conflict in Northern Ireland: Causes, consequences, and controls.

            American Psychologist, 53(7), 754-760.

Rouhana, N., & Bar-Tal, D. (1998) Psychological dynamics of intractable ethnonational conflicts: The

            Israeli-Palestinian case.  American Psychologist, 53(7), 761-770.

D. Hamburg & B. Hamburg, Learning to live together, pp. 30-48

C. Guiding Inquiries

1. What is social identity and what are its sources and functions?

2. How and under what conditions does social identity fuel ethnopolitical conflict?

3. How does social identity connect with communal memories and shared traumas?

4. What are the responsibilities of peace educators in regard to issues of social identity?

*10.7 Psychosocial Impact of Armed Conflict*

A. Description of Session: This session examines the emotional and social wounds of armed conflict, the shattering of social trust, patterns of vulnerability, and at-risk groups.

B. Indicative Reading:

Martín-Baró, I. War and mental health. In A. Aron & S. Corne (Eds.), Writings for a liberation psychology.

Ignacio Martín-Baró, pp. 108-121.

G. Machel, The Impact of war on children, pp. 1-79

Somasundaram, D. & Jamunanantha, C., Psychosocial consequences of war: Northern Sri Lankan

            experience. In J. De Jong (Ed.), Trauma, war, and violence, pp. 205-258

Bracken, P. Hidden agendas: Deconstructing post-traumatic stress disorder. In P. Bracken & C. Petty

            (Eds.), Rethinking the trauma of war, pp. 38-59.

C. Guiding Inquiries

1. Over the past century, how has the nature of armed conflict changed?

2. What are the main emotional and social impacts of contemporary armed conflicts?

3. Which people are at greatest risk in zones of armed conflict?

4. What should we do as educators in response to the changed nature of war?

*10.8 Genocide*

A. Description of Session: Using a mixture of film, lecture, and group discussions, this class examines the roots of and psychological influences on genocide, inter-generational impacts, and the psychology of perpetrators and by-standers.

B. Indicative Reading:

E. Staub, The roots of evil, pp. 3-88

E. Staub, The psychology of good and evil, pp. 341-350

J. Waller, Becoming evil, pp. 202-235

C. Guiding Inquiries

1. Is genocide necessarily the product of “madness” or “mental illness” or is it a manifestation of normal psychological processes?

2. What psychological processes enable ordinary people to become perpetrators or by-standers?

3. Psychologically, how do the effects of genocide reach across generations?

4. What are the implications of genocide for peace education?

5. As human beings, how have we either impacted or been impacted by genocide?

***Psychology of Peace***

*10.9 Post-conflict reconstruction for peace*

A. Description of Session: Through lecture and case studies, this class examines healing trauma and the wounds of armed conflict; community-based assistance to vulnerable people, cultural resources for healing, and challenges of linking psychosocial support with political reconstruction.

B. Indicative Reading:

Agger, I., in Christie et al., Peace, violence, and conflict, pp. 240-250

J. Giller, Caring for “victims of torture” in Uganda: Some personal reflections. In P. Bracken & C. Petty

            (Eds.), Rethinking the trauma of war, pp. 128-145.

Wessells & Monteiro, in Christie et al., Peace, conflict, and violence, pp. 262-275

Wessells, M. G. (1998). Humanitarian intervention, psychosocial assistance, and peacekeeping. In H.

Langholtz (Ed.), The psychology of peacekeeping (pp. 131-152). Westport, CT: Praeger.

C. Guiding Inquiries

1. What processes and steps can be taken to address the emotional wounds of war?

2. What issues of power, values, and ethics arise in connection with trauma counseling approaches to healing emotional wounds of war?

3. What is the role of culture in understanding and addressing the emotional and social impacts of war?

4. How do existing educational systems in war zones support or fail to support children?

5. In terms of steps involving existing educational systems and also emergency education, what can educators do to help support war-affected children?

*10.10 Social Integration and Peacebuilding*

A. Description of Session: This class examines the tasks and challenges of reintegrating at-risk groups such as former child soldiers and displaced people following armed conflict and of building peace in the post-conflict setting. Through case studies, peace education in emergency contexts will be explored.

B. Indicative Reading:

Petty, C. & Jareg, E. Conflict, poverty and family separation: The problem of institutional care. In P.

            Bracken & C. Petty (Eds.), Rethinking the trauma of war, pp. 146-169.

Van de Put, W., & Eisenbruch, M. Internally displaced Cambodians: Healing trauma in communities. In K.

Miller & L. Rasco (Eds.), The mental health of refugees, pp. 133-159.

Martín-Baró, I. Public opinion research as a de-ideologizing instrument. In A. Aron & S. Corne (Eds.),

Writings for a liberation psychology. Ignacio Martín-Baró, pp. 186-197.

Wessells, M. G. & Jonah, D. (in press). Reintegration of former youth soldiers in Sierra Leone: Challenges

of reconciliation and post-accord peacebuilding.  In S. McEvoy (Ed.), Youth and post-accord

peacebuilding.  South Bend, Indiana: University of Notre Dame Press.

C. Guiding Inquiries

1. Why is the social reintegration of former child soldiers and displaced people a high priority in regard to peacebuilding?

2. What are some of the main community-based methods that can be used to support reintegration?

3. What issues of values, power, and ethics arise in connection with programs to support reintegration?

4. How can peace education support reintegration?

*10.11 Peace Psychology in Critical Perspective*

A. Description of Session: Using a mixture of lecture and group discussion, this class probes into alternate psychologies and the critique of dominant, mainstream psychology. Topics covered include liberation psychology; indigenous psychologies; spiritual dimensions of peace; and the Gandhian tradition.

B. Indicative Reading:

Martín-Baró, I. Toward a liberation psychology. In A. Aron & S. Corne (Eds.), Writings for a liberation

psychology. Ignacio Martín-Baró, pp. 17-32.

A. Dawes in Christie, et al., Peace, conflict, and violence, pp. 295-306

D. Mayton in Christie, et al., Peace, conflict, and violence, pp. 307 - 313

C. Guiding Inquiries

1. What hidden assumptions and values are implicit within peace psychology as expressed in the book edited by Christie et al.?

2. How does liberation psychology differ from and relate to peace psychology?

3. How can spiritual dimensions enrich psychologies of peace?

4. What contributions can the Gandhian approach make to peace education and psychologies of peace?

5. How do our pedagogies and actions as educators reflect and help to maintain status quo power relations?

6. What should we do as educators to promote social justice and liberation?

*10.12 Reconciliation*

A. Description of Session: Through lecture and group discussion of particular cases, this class examines the psychology of building trust; forgiveness; establishing positive inter-group relationships; changing social categorizations and identities; and psychological aspects of issues of justice and impunity.

B. Indicative Reading:

D. Hamburg & B. Hamburg, Learning to live together, pp. 99-112

J. Lederach, Building peace, pp. 23-35, 73-85

C. de la Rey in Christie, et al., Peace, Conflict, and Violence, pp. 251-261

E. Staub, The psychology of Good and Evil, pp. 432-454

C. Guiding Inquiries

1. What is reconciliation?

2. What is the role, if any, of forgiveness in reconciliation?

3. How does reconciliation relate to social identity?

4. How does reconciliation in our own lives relate to societal and inter-societal processes of reconcilation?

*10.13 Psychology of Conflict Prevention and Transformation*

A. Description of Session: This class will examine issues of empathy, building tolerance, the psychology of nonviolent approaches to conflict resolution, and cultural and social transformation for peace.

B. Indicative Reading:

Sanson & Bretherton, in Christie, et al., Peace, Conflict, and Violence, pp. 193-209

Galtung & Tschudi, in Christie, et al., Peace, Conflict, and Violence, pp. 210-222

D. Hamburg & B. Hamburg, Learning to live together, pp. 113-169

J. Lederach, Preparing for peace, pp. 3-10, 47-70

C. Guiding Inquiries

1. What is empathy and how does it relate to tolerance and conflict transformation?

2. What psychological methods and processes help to build empathy and tolerance?

3. How can peace education contribute to reconciliation and conflict transformation?

4. In what ways can conflict resolution training support systems of privilege and domination?

*10.14 Development of Prosocial Personality and Orientation*

A. Description of Session: Using lecture, case study, and group discussion, this class will analyze positive care and personality development in children; the development of empathy, helping, and cooperative orientation; the impact of modeling and mentoring; and the development of civic mindedness.

B. Indicative Reading:

E. Staub, The psychology of good and evil, pp. 71-144, 159-198, 267-286

D. Hamburg & B. Hamburg, Learning to live together, pp. 170-184

C. Guiding Inquiries

1. How do empathy and helping behavior develop?

2. What are typical obstacles that thwart or limit the development of empathy and peace-related behavior?

3. How can empathy and prosocial behavior actively be promoted and strengthened in families and schools?

4. How does the orientation toward service and caring demonstrated by educators and educational systems affect students’ caring and prosocial behavior?

*10.15 Children as Agents of Peace*

A. Description of Session: Ending on an optimistic note, the theme of this class is that children and youth have enormous capacities as peacemakers and peacbuilders. Through lecture, group discussion, and case study analysis, it will discuss children’s perspectives on peace and war; gendered perspectives; development of constructive vs. destructive patriotism; and children as peacebuilders.

B. Indicative Reading:

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.

S. Hagglund, 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.

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.

E. Staub, The psychology of good and evil, pp. 489-515

C. Guiding Inquiries

1. How do children in various age categories view war and peace, and how do these views differ from those of adults?

2. In which respects are children’s views of war and peace gendered?

3. What steps and processes can enable constructive patriotism and limit destructive patriotism in children?

4. How can children be supported as peacebuilders in educational contexts and at other social levels?

***11    Recommended Readings***

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.

Bracken, P., & Petty, C. (Eds.)(1998). Rethinking the trauma of war. London: Free Association.

Cairns, E. (1996). Children and political violence. Cambridge: Blackwell.

Chirot, 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.

Coloroso, B.(2003). The bully, the bullied, and the bystander. New York: HarperCollins.

De Jong, J. (Ed.)(2002). Trauma, war, and violence: Public mental health in socio-cultural context.

            New York: Kluwer.

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.

Eron, L., Gentry, J., & Schlegel, P. (Eds.)(1994). Reason to hope: A psychosocial perspective on

            violence & youth. Washington, DC: American Psychological Association.

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.

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.

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