

Syllabus for PSYC 159E • 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.

This senior seminar is a collaborative investigation into research and ideas in peace psychology. It is modeled after the seminar on *The Psychology of Violence and Peace* taught at the UN's Universidad de la Paz (University For Peace). Both seminars have the premise 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" (from the UN syllabus).

Peace psychology as a field examines a wide range of psychologists' contributions to conflict and peace, from the individual's inner experience to international relations. The field also evaluates the impact of conflict and peace on psychosocial functioning. Peace psychology aims to prevent violence and build peace with psychologically-informed ideas, practices, tactics and transformations in humanity. This is a large area of study, with many applications for research and practice in personal change, aggression, group relations, abuse, family violence, bullying, trauma, institutional violence, gang and urban violence, ethno-political violence and genocide. The field has been profoundly affected by the recurrence of terrorism, torture,¹ and our country's involvement in the wars in Iraq and Afghanistan.

This year the seminar will focus on psychosocial aspects of war and the culture of peace. The first half of the course examines theory, research, and issues associated with human violence and aggression, focused on the phenomenon of modern war. The second half of the course addresses conflict resolution and peacebuilding at multiple levels. Topics to be discussed may include psychosocial assistance to war survivors, reconciliation, conflict prevention, nonviolence, peace education, and building a culture of peace.

This is a senior seminar with required capstone projects. Students can choose projects among a wide variety of topics in peace psychology. Class meetings will include formal instruction, project workshops, and student project presentations. The class will have many opportunities for active participation and discussion (expected from all students) with the goal of promoting critical thinking and personal growth that promote a more peaceful world.

Some objectives:

- To increase student understanding of the psychology of aggression, conflict, violence, and peace.
- To apply psychological principles and tools to the conflict prevention and the construction of peace in diverse contexts.
- To stimulate critical reflection on the values implicit in psychological ideas about violence and peace.
- To understand and promote psychology's contributions to peacebuilding and the culture of peace.
- To understand the value of peace education.
- To stimulate personal reflection on the link between one's own development, personality, and behavior and the construction of peace at multiple levels.

Instructor: David A. "Tony" Hoffman, Ph.D. email: thoffma@ucsc.edu phone: (831) 247 5558
Office: Social Sciences Bldg 2, #352 Office hrs: 2PM Tuesdays & Thursdays and by appointment.

Class times and location: Tuesdays & Thursdays at 8AM in Kresge 323.

Instructional materials, readings, and other class materials are posted on the Peace Psychology class web page on Tony's instructional web site <http://www.tonyhoffmanucsc.net/> (username "student" and password "peacemaker"). The page also has materials to help with student research and learning.

Assignments/required activities:

- * **Attendance and positive, constructive participation and discussion in class** (roughly 50 points). This seminar is a collaborative effort in learning, critical thinking, and sharing of ideas.

¹ some of which were facilitated by psychologists in the U.S. (see Soldz2008 on the class web page).

Contribution, discussion, attendance, and assistance with everyone's learning make for a great seminar. Attendance will be awarded 5 to 10 points per day, on random days, throughout the quarter.

* **Thought essays** (25 points each). These are take-home essays critically analyzing the class readings and discussions (250-600 words). To be assigned and due every two weeks on Mondays.

* **Resource web site on a topic applying psychological knowledge to the pursuit of peace (i.e., a topic on the reduction of violence and/or the building of harmonious relationships), to include:**

WORK FLOW

- a one page topic and work plan essay (25 points).
- a compilation of research and resource (25 points) to be shared on our class Dropbox.
- a project outline (25 points).
- a web site skeleton (25 points) shared on our class Dropbox.
- a rough draft of a 7 to 10 page paper introducing your project and resources (25 points).
- collaboration and assistance on at least one other student's project, with short report (25 points).
- a revised research and resource compilation (25 points)
- a bibliography of best materials (25 points)
- a presentation on your topic (50 points: visual = 25 points; oral = 25 points)
- a final draft of the 7 to 10 page paper introducing your project (50 points)
- a final web site (50 points),
- a final compilation of the project on our shared Dropbox (including the research, resources, final paper, web site, bibliography and presentation) (50 points)

Details of this assignment will be described in class and in a separate handout.

Grading is criterion-based (ask Tony what this means), probably on the following point distributions: A> 95%, A- > 92%, B+> 90%, B > 84%, B-> 82%, C+> 80%, C > 74%. Scores less than 74% will be graded according to Tony's discretion.

Disability accommodations:

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to Tony during his office hours or by appointment, preferably within the first week of the quarter. Contact DRC by phone at 831-459-2089, or by email at drc@ucsc.edu for more information.

Veterans:

You are welcome and honored here. Please talk to Tony if you need any assistance or accommodation.

This class is located in an academic honor zone:

This class is a community of learners. You are asked to honor, respect, and facilitate the learning of all students. You should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that you will engage in activities that help others learn. This includes using constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

You 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. You should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to text, sms, email, nor to listen to music on your iPod or smartphone. If you will be taking notes using your laptop or smartphone, please only use them for class notes and activities; we will periodically check the content of your screens.

Collaborative and group learning is encouraged in this course. 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/undergraduate_students/). This is a policy the class will strictly adhere to. Cheating on exams will result in failure and dismissal from the class. As in all UCSC classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. If you have any questions about academic honesty issues as they pertain to this course, you should consult with Tony or a TA before completing any course requirements.

Save and back up your work in this class! As with all UCSC courses, you are responsible for archiving your papers, exams, and other materials in this course. It is expected that you will copy and back up all work. If material is misplaced, you must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse you from producing required work.

Tentative Class Schedule and Assignments

- Week 1, January 9 - 13:** war and peace *make appointments with Tony to plan projects*
introduction to peace psychology • introduction to student projects and presentations • the meanings of war
the meanings of peace • the great peacemakers • war and collective violence
Reading: PeacePsychPcflWorld, ADefinitionOfPeace (pp.101-107only), HandbookPeace&Conflict
(chapter 1 by Webel, pp. 3-13)
- Week 2, January 16 - 20:** conflict, killing, terror and torture *Monday January 16: thought essay #1 due*
hatred, aggression and the roots of evil • killing • the psychology of the gun • terrorism
Reading: FiveBeliefs, MacNairViolenceBegets, MogghadamStaircase, SoldzHealersInterrogators
Friday January 20: one page on your project topic & plan due on eCommons
- Week 3, January 23 - 27:** intractable conflict and genocide
mass killing and genocide • ethnopolitical violence and intractable conflict
perceptions, attitudes and emotion in conflict
Reading: StaubWorldWithoutGenocide, BecomingEvil, IntractableConflictsRouhana,
IsraeliPalestinianAttitudes
Friday January 27: initial compilation of research and resource materials shared in our class Dropbox.
- Week 4, Jan. 30 - Feb. 3:** three Ps of peace • women and children *Monday January 30: thought essay #2 due*
peacekeeping and the international community
international law and human rights • women, war, and peace • children, war and violence
Reading: WarHarm2Women, UNpeacebuildingOrientation (Section I only), HandbookPeace&Conflict
(chapter 11 by lfe, pp. 160-172)
Friday February 3: project outline due on eCommons.
- Week 5, February 6 - 10:** building “negative” peace, conflict resolution
contact • conflict resolution • conflict transformation
Reading: IntergroupContactAsTool, ConstructiveConflictResolution, Chapter17 (Conflict Resolution),
HumanitarianNegotiation5approaches
Friday February 10: web site skeleton due
- Week 6, February 13 - 17:** reconciliation *Monday February 13: thought essay #3 due*
strategic peacebuilding • justice • forgiveness • truth and reconciliation • communities and reconciliation
Reading: Staub2004, BuildingTrustAmongEnemies, BarTalReconciliation, PowerAssymetryRouhana
Friday February 17: project paper rough draft due on eCommons
- Week 7, February 20 - 24:** building positive peace
life without war • women and peacebuilding • economic transformations
Reading: CommReconciliationWessells, GenderEquality&Peace
Friday February 24: revised compilation of research and resource materials shared on Dropbox
Friday February 24: bibliography of best materials due on eCommons
- Week 8, February 27 - March 3:** nonviolence, liberation, and education *Monday: thought essay #4 due*
civil disobedience and nonviolence • liberation psychology • peace education
Reading: Chapter 25 (Gandhi as Peacebuilder), PeaceEducationTheory
Friday March 3: presentations due on class Dropbox
one-page collaboration reports due on eCommons
- Week 9, March 6 - 10:** the culture of peace and the land ethic
the decade of rapprochement • the Culture of Peace • the Earth Charter • action for peace
Reading: skim UNESCO.org online brochure “mainstreaming the culture of peace”,
CultureOfPeaceFry, Earth Charter, SustainableDevelopment
Friday March 10: final web sites posted on class Dropbox
also “due” Friday March 10: extra credit thought essay #5
- Week 10, March 13 - 17:** action for peace
making a difference • creating peace • careers in peace
Reading: Chapter 30 (psychologists making a difference), handout on graduate studies in peace.
- Final project posted on our shared Dropbox (including all research and resources, final paper,
presentation, and web site link) by Thursday March 23 at 10:59 AM.**

Thought essays for PSYC159 Peace Psychology winter 2017

The thought essays for this seminar are meant to be short meditations on important concepts and ideas in the psychology of conflict and peace. The essays are to be no longer than three pages of narrative (maximum 800 words, preferably less [500 words minimum]), not counting the title page and the references. Most of the essays will be graded according to the following rubric:

- 5 points for APA style (title page, page numbering, header, title, paragraph formatting, headings and subheadings - note there is no abstract in short essays) and grammar and spelling
- 10 points for your review of the concepts of peace requested
- 10 points for your thoughts and analysis with a good conclusion.

Please submit your essays on eCommons using the filename *LastnameFirstthreeinitialsEssay#*. For example, George Washington's filename for the first essay would be *WashingtonGeoEssay#1*. We will accept Pages, doc, docx, and pdf files (no odt files, please).

Here are the essay assignments for this quarter, corresponding to each of the due dates in the class schedule (above).

1. In the Weibel chapter and "Definition of Peace" article, definitions of peace are given in terms of the absence of violence and the presence of harmony. Write a short essay that gives examples of these in one of the contexts where peace can occur (e.g., within individuals, families, groups, communities, or nations). Then show how peace in this context fits into the UNESCO definition of peace, and how they fit into the concepts of positive peace and structural peace as defined in the "Peace Psychology for a Peaceful World" article. How do these considerations of the meaning of peace fit your personal understanding of peace?
2. Four of the articles in this section discuss beliefs that propel and maintain conflict (FiveBeliefs, StaubWorldWithoutGenocide, BecomingEvil, IntractableConflictsRouhana, IsraeliPalestinianAttitudes). Define at least five of these belief systems from some of these articles that you find particularly troublesome. Suggest how beliefs are used to justify terror (as in Moghaddam's article) or torture (as in the Soldz article). Suggest tactics that could be used to change some of the most difficult beliefs.
3. Choose one of the following essays:
 - a. Summarise the important aspects of human rights violations that promote harm in warfare, how UN peacebuilding tactics build on human rights, and thoughtfully discuss recent how human rights violations within our culture promote cultural violence.
 - b. From the articles in this section (IntergroupContactAsTool, ConstructiveConflictResolution, Chapter17 on Conflict Resolution, HumanitarianNegotiation5approaches), describe some tactics or principles of conflict resolution/negotiation that you feel are particularly important, how they involve contact as a tactic, and how you might implement them in conflicts you have been involved in your own life.
4. Define and discuss the meaning of reconciliation, how difficult it may be to obtain after violent conflict, and how it could be particularly difficult in the context of the I-P conflict. Discuss how reconciliation might be nuanced by gender.
5. EXTRA CREDIT. Define and describe the COP, the Earth Charter and liberation theology. Discuss how these concepts could bring peace in praxis (at whatever level you prefer - local or global). Discuss how these ideas might propel you to bring peace through your own activism.