

*In Conjunction with*



# Peace and Conflict



**Instructor:** Dr. Linda M. Wolf

## **Texts:**

- Langholtz, H. J. (Ed.). (1998). The psychology of peacekeeping. Westport, CT: Praeger Publishers.
- Fisher, R., Schneider, A. K. Borgwardt, E., & Ganson, B. (1997). Coping With international conflict. Upper Saddle River, N.J.: Prentice-Hall.
- Selected readings as noted below.

## **Course Description:**

This seminar on peace and conflict employs an interdisciplinary perspective to examine the causes of conflict and violence and the ways to resolve, manage, and control both violent and nonviolent conflicts at all levels:

- international
- intergroup

- interpersonal

This course is intended to provide students with information integrating theory and research on international, intergroup, and interpersonal conflict and direct approaches to conflict resolution such as negotiation, mediation, and facilitation.

*For it isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it. -- Eleanor Roosevelt*

### **Course Objectives:**

1. **Objective:** To become more knowledgeable concerning the role of peacekeeping, peacemaking, and peacebuilding during all phases of conflict: preconflict, conflict, and postconflict.

**Outcomes:** Students will be able to discuss the concepts of peacekeeping, peacemaking, and peacebuilding during all phases of conflict and apply the principles to a specific conflict.

2. **Objectives:** To become familiar with the important psychosocial factors present during a preconflict situation and the peacekeeping, peacemaking, and peacebuilding strategies that can be used to avert conflict. To become familiar with methods of conflict resolution that are commonly used and which, if used inappropriately, only serve to escalate conflict (i.e., hard bargaining, sanctions, and the use of force).

**Outcomes:** Students will be able to discuss the psychosocial factors that either facilitate or prevent conflict and war. They will be able to apply these principles to a specific conflict.

3. **Objectives:** To become familiar with the importance of and the strategies involved in understanding the various aspects of conflict.

**Outcomes:** Students will be able to analyze a conflict and articulate the problem from multiple frames of reference. They will be able to articulate the concept of partisan perceptions and apply this concept to a conflict situation.

4. **Objective:** To examine the nature of conflict resolution and the psychological dimensions associated with peacekeeping, peacemaking, and peacebuilding for all parties involved in a conflict from soldiers to humanitarian workers.

**Outcomes:** Students will be able to develop a specific plan to be used in a specific conflict situation. This specific plan will address the psychological needs and concerns for the various participants in a conflict.

5. **Objectives:** To examine the steps involved in putting a conflict resolution plan to work and methods of dealing with ambiguity and change in such contexts.

**Outcomes:** Students will be able to articulate the methods used to implement a conflict resolution plan and address issues related to ambiguity and change within a plan.

6. **Objective:** To examine the psychological aspects of postconflict peacekeeping, peacemaking, and peacebuilding, as a society moves from intervention to reconciliation and reconstruction.

**Outcomes:** Students will be able to address the issues of forgiveness, reconciliation and reconstruction. They will be able to articulate the problems and concerns surrounding issues such as landmines, demilitarization, development of a civilian criminal justice system, and the creation of Truth Commissions. Students will address the problems inherent in a particular postconflict situation both generally and specifically.

*Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal. --  
Martin Luther King, Jr.*

*If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality. --Bishop Desmond Tutu*

### **Course Requirements:**

**Examinations:** The final exam is designed to test for basic understanding of core concepts and ideas

*"There is no greater fallacy than the belief that aims and purposes are one thing, while methods and tactics are another." ---Emma Goldman*

*Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed.  
--Dwight D. Eisenhower*

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### **Course Outline**

The schedule below provides a general guideline to the semester and is flexible based on any need for additional discussion of a particular topic. The abbreviations PoP and CWIC will be for your texts, The Psychology of Peacekeeping and Coping with International Conflict, respectively.

Session	Topic and Readings
1	<p>The Psychology of Peacekeeping</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 1: The evolving psychology of peacekeeping (<u>PoP</u>)</li> <li>• Chapter 1: Negotiation in the context of international conflict (<u>CWIC</u>)</li> </ul>
2	<p>Prevention: To Avert Conflict or War</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 2: Peace through economic and social development (<u>PoP</u>)</li> <li>• Chapter 3: Early intervention: Prediction and action (<u>PoP</u>)</li> <li>• Chapter 4: The psychology of diplomacy (<u>PoP</u>)</li> <li>• Chapter 5: Cultural and ethnic issues of conflict and peacekeeping (<u>PoP</u>)</li> </ul>
3	<p>Thinking Like an Activist</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 2: Thinking like an activist (<u>CWIC</u>)</li> <li>• Causes and implications of ethnic conflict, by M. Brown in <u>The Ethnicity Reader</u>, edited by M. Guibernau &amp; J. Rex</li> </ul>
4	<p>Early Intervention Understanding the Problem</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapters 6: Insensitivity to the value of human life: A study of psychophysical numbing (<u>PoP</u>)</li> <li>• Chapter 3 : Case study-- The Middle East (<u>CWIC</u>)</li> <li>• Psychological dynamics of intractable ethnonational conflicts: The Israeli-Palestinian case by N. N. Rouhana &amp; D. Bar-Tal (1998) in <u>American Psychologist</u>, 53, 761-770.</li> </ul>

5	<p>Understanding the Problem (continued)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 4: Understanding partisan perceptions (<u>CWIC</u>)</li> <li>• Chapter 5: The decision for the other side's point of view (<u>CWIC</u>)</li> <li>• Chapter 6: The view from the bureaucracy (<u>CWIC</u>)</li> <li>• Chapter 11: Peacekeeping and the psychology of conflict resolution (<u>PoP</u>)</li> </ul>
6	<p>Understanding the Task</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 7: Personnel selection, preparation and training for UN peacekeeping missions (<u>PoP</u>)</li> <li>• Chapter 8: Psychological aspects of peacekeeping on the ground (<u>PoP</u>)</li> <li>• Chapter 9: Psychological ambiguities in peacekeeping (<u>PoP</u>)</li> </ul>
7	<p>Understanding the Task (continued)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 7: Case study on arms control (<u>CWIC</u>)</li> <li>• Chapter 8: Understanding the human dimension (<u>CWIC</u>)</li> <li>• Chapter 9: Building a productive framework for negotiation (<u>CWIC</u>)</li> </ul>
8	<p>Idea Generation</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Solving the inventing problem (<u>CWIC</u>)</li> <li>• Chapter 11: Defining our purpose and strategy (<u>CWIC</u>)</li> <li>• Chapter 16: Selecting a point of choice (<u>CWIC</u>)</li> </ul>
9	<p>Putting Ideas to Work</p>

	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 12: Case study - The bombing campaign of Vietnam (<u>CWIC</u>)</li> <li>• Chapter 13: Analyzing threats and sanctions (<u>CWIC</u>)</li> <li>• Chapter 14: Changing the demand (<u>CWIC</u>)</li> </ul>
10	<p>From Violence to a Durable Peace</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 10: Humanitarian intervention, psychosocial assistance, and peacekeeping (<u>PoP</u>)</li> <li>• Chapter 12: Creating a durable peace: Psychological aspects of rebuilding and reforming the indigenous criminal justice system (<u>PoP</u>)</li> <li>• Diplomacy, Negotiation, and peaceful settlement, by D. Barash in <u>Teaching About International Conflict and Peace</u>, edited by M Merryfield &amp; R. Remy</li> </ul>
11	<p>From Violence to a Durable Peace (continued)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 13: The psychological consequences of mines left behind following a conflict (<u>PoP</u>)</li> <li>• Chapter 14: Postconflict peacebuilding and making efforts count: Reconstruction, elections, and beyond (<u>PoP</u>)</li> <li>• Chapter 17: Finding a "yesable" proposition (<u>CWIC</u>)</li> </ul>
12	<p>From Violence to a Durable Peace (continued)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 15: Forgiveness, reconciliation, and the contribution of international peacekeeping (<u>PoP</u>)</li> <li>• Chapter 16: The peace process at its culmination: The reconciliation elections (<u>PoP</u>)</li> <li>• Chapter 17: Treating the new world disorder (<u>PoP</u>)</li> <li>• Breaking the cycle of genocidal violence: Healing and reconciliation, by E. Staub in <u>Perspectives on loss: A sourcebook</u>, edited by J. H.</li> </ul>

	Harvey
	Final Exam

*World Peace, like community peace, does not require that each man love his neighbor - it requires only that they live together with mutual tolerance, submitting their disputes to a just and peaceful settlement. --John F. Kennedy*