Professor

Ellen Shupe, Ph.D.
2218 ASH
Grand Valley State University
Email: shupee@gvsu.edu

Location of Allendale Classes: 2320 ASH

Course Overview

*The Psychology of Peace, Conflict, and Reconciliation in Northern Ireland* is a 6-credit study abroad program consisting of two courses (PSY380 and PSY386). The courses will be taught simultaneously, with the first classes meeting on the GVSU Allendale campus and later classes meeting in Ireland.

Psychologists have long studied the dynamics, causes, and consequences of conflict, using a variety of perspectives (e.g., social, biological, and clinical) and on interpersonal, intergroup, and international levels. Although peace and reconciliation represent a more recent sub-discipline within psychology, the emerging field draws from the rich theory in clinical, social, political, and community psychology and has been influenced by literature in sociology, international relations, political science and other fields outside of psychology. Thus, both the psychology of conflict and the psychology of peace and reconciliation are broad topics that could easily be studied over the course of a year or more. Although we will touch upon interpersonal and international conflict, PSY380 and PSY386 will focus primarily on the psychological literature related to violent intergroup and ethnopoltical conflict and peace-building efforts, as they are most relevant to Northern Ireland. The courses will also provide an overview of the society, culture, and history of Northern Ireland, as a context for better understanding the conflict and peace-building and reconciliation efforts.

Most classes will be taught using a seminar approach, in which students will read assigned readings before class and then explore them with the class more deeply in facilitated group discussions. Thus, it is very important for you to read and reflect upon assigned readings before coming to class. We will begin our discussion with some readings and videos on Irish culture and history, with a particular focus on the 20th century sectarian conflict known as “the Troubles.” We will then cover topics related to aggression and conflict, such as the roots of aggression, the causes and consequences of intergroup conflict, and psychological mechanisms used to legitimize oppressive social arrangements (i.e., structural violence). While in Ireland, we will examine the psychology of peace and reconciliation, with an emphasis on the culture of peace, the ongoing process of reconciliation, and empirically-based peace initiatives. In addition to the classes led by Prof. Shupe, you will have classes led by a number of university lecturers and other experts in Ireland. Finally, we will have the opportunity to hear several activists talk about their peace-related work in Northern Ireland, and we will join individuals from local organizations to perform community service work related to peace-building and reconciliation.
Program Objectives

By the end of the program you should have a good understanding of each of the following:

- Important events in the history of Northern Ireland, especially as related to the War of Independence, the sectarian conflict of the late 1900s, peace efforts, the 1998 Good Friday Agreement, and subsequent reconciliation efforts
- The culture of Ireland, including the political and educational systems, customs, languages, music, visual arts, sports, and leisure activities
- Theory and research on the social/environmental and biological causes of aggression, and the influence of culture on aggression
- Theory and research on violence, including the distinction between direct and indirect violence and empirically based interventions
- Theory and research on social, cultural, and cognitive influences on the development of prejudice and discrimination
- Theory and research on psychological issues related to civil, international, and ethnopolitical conflict, including the escalation of conflict, the role of power, and the role of identity
- The psychology of legitimacy, especially as related to the legitimation of structural violence and intergroup conflict
- The role of memory, narratives, collective identity, and physical markers, in sustaining conflict, building peace, and healing
- Theory and research related to moral disengagement and its role in intergroup conflict/violence
- Theory and research related to the psychological consequences of violence and sustained conflict, for parties both directly and indirectly involved in the conflict
- The distinction between peacemaking and peace-building; the role of culture and the role of moral imagination in peace-building processes
- Research related to psychological peace-building initiatives, including integrated schooling efforts in Northern Ireland and elsewhere
- The role of women in peace processes in Ireland and elsewhere
- Theory and research related to sustained peace and reconciliation, especially as related to civil conflict and other forms of intergroup conflict
- The psychology of activism, and psychologists’ contributions to peace-building and the development of cultures of peace

In addition, you should have developed or further developed the following skills and abilities:

- The ability to think critically in interpreting and applying theory and research related to conflict, peace, and reconciliation
- The ability to critically reflect on the values implicit in approaches to understanding conflict, peace, and reconciliation
- The ability to work in groups to discuss and critically interpret readings from the formal psychological literature
- Interpersonal communication skills and collaborative problem solving abilities, especially as related to peace-building and reconciliation
- The ability to integrate published research and theory on peace, conflict, and reconciliation and apply them to “real life” situations
- Skills related to the application of psychological theory and theory-based programs to the prevention of destructive conflict and peace-building and reconciliation processes, in a variety of contexts
Course Evaluation

Grades for PSY380 and PSY386 will be given based on participation, thought papers, reflection papers, reading-related discussion questions, and speaker questions.

Participation. Since the courses have a strong experiential component, active participation is essential and will be weighted heavily in your course grades. Participation grades will be based on your participation in classes, in group discussions, on excursions, and in class-related activities; your active listening and attentiveness to speakers in Ireland; your participation in the community organization work; and your appropriate and respectful behavior toward the people of Ireland, and others in our group. Participation will be worth 50 points in each course.

Thought papers and reflection papers. You will be required to write and submit thought papers and reflection papers, in which you address a series of prompts. Although the content and style of the papers will be somewhat similar, thought papers generally will be more formally academic, and require you to critically examine course readings and to link concepts discussed in the readings and in class to our experiences in Ireland. The less formal reflection papers will ask you to draw upon your own experiences and insights to respond to statements, questions, or themes related to the course content. Thought papers will be worth 15 points each, and reflection papers will be worth 10 points each.

Reading-related discussion questions & Speaker questions. You will be required to turn in 3-5 open ended discussion questions related to a number of the assigned readings. Your questions should be thoughtful questions that could generate group discussion and demonstrate that you have a good understanding of the readings. You will also be required to turn in 3-5 open-ended questions for each guest lecturer or speaker, based on the speaker’s presentation and/or writings. Each set of reading-based and each speaker-related questions will be worth 5 points.

Grade Determination

PSY380 Course:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Total # points</th>
<th>Approximate Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 thought papers (TP1-TP2)</td>
<td>30</td>
<td>19%</td>
</tr>
<tr>
<td>3 reflection papers (RP1-RP3)</td>
<td>30</td>
<td>19%</td>
</tr>
<tr>
<td>4 sets of reading-related questions (Allendale)</td>
<td>20</td>
<td>13%</td>
</tr>
<tr>
<td>5 sets of speaker questions</td>
<td>25</td>
<td>16%</td>
</tr>
<tr>
<td>Allendale &amp; 1st trip week participation</td>
<td>50</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td></td>
</tr>
</tbody>
</table>

PSY386 Course:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Total # points</th>
<th>Approximate Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 thought papers</td>
<td>45</td>
<td>28%</td>
</tr>
<tr>
<td>2 reflection papers (RP4-RP5)</td>
<td>20</td>
<td>12%</td>
</tr>
<tr>
<td>4 sets of reading-related questions (Ireland)</td>
<td>20</td>
<td>12%</td>
</tr>
<tr>
<td>5 sets of speaker questions</td>
<td>25</td>
<td>16%</td>
</tr>
<tr>
<td>2nd &amp; 3rd trip week participation</td>
<td>50</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topics, Readings, &amp; Homework</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| M, 5/1       | Orientation 3  
               HW for this class:  
               • BBC History of Ireland, Part 3 (watch & respond to questions)  
               • Reflection Paper 1  
               Aggression & violence | RP 1            |
| T, 5/2       | Early History of Ireland  
               HW for this class:  
               • BBC History of Ireland, Part 4 (watch & respond to questions)  
               • Reflection Paper 2  
               Power & Legitimacy  
               HW for this class:  
               • Read *Tyler* (2006) | RP 2            |
| W, 5/3       | The Period of Conflict in Northern Ireland  
               HW for this class:  
               • Read *Cairns & Darby* (1998; pp. 754-756)  
               • BBC’s *Provos, Loyalists, and Brits* (watch; respond to questions)  
               • Provos, segment 1 (*Born Again*)  
               • Provos, segment 2 (*Second Front*) |                |
| Th, 5/4      | The Period of Conflict in Northern Ireland (cont.)  
               HW for this class:  
               • Reflection Paper 3  
               • BBC’s *Provos, Loyalists, and Brits* (watch; respond to questions)  
               • Loyalists, segment 1 (*No Surrender*)  
               Intergroup conflict; structural violence  
               HW for this class:  
               • Read *Opotow* (2001) & write questions | RP3 Questions:  
               Opotow |
| F, 5/5       |                                                               | TP 1            |
| M, 5/8       | Moral disengagement, dehumanization, and deindividuation  
               HW for this class:  
               • Read *Moghaddam* (2005) |                |
| T, 5/9       | Irish literature & history (Prof. Kurt Bullock)  
               HW for this class:  
               • Read literature readings (TBD)  
               Intractable conflict; ethnopolitical conflict  
               HW for this class:  
               • Read *Staub* (2001; p. 289-297)  
               • Thought Paper 2 | TP 2 Questions:  
               Both readings |
| W, 5/10      | Intractable conflict (cont.); escalation  
               HW for this class:  
               • Read *Jonas & Fritsche* (2014) & write questions  
               • Read *Lavi & Bar-Tal* (2015) & write questions |                |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Readings</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th, 5/11</td>
<td>9:30-12; 1-2:30pm</td>
<td>Effects of warHW for this class:</td>
<td>• Read Gifford (2006) &amp; write questions &lt;br&gt; • Read Garbarino et al. (2010) &lt;br&gt; • Read Cairns &amp; Darby (1998; pp. 756-758)</td>
<td>Gifford&lt;br&gt;Christie et al.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intro to peace psychology &amp; conflict resolutionHW for this class:</td>
<td>• Read Christie et al. (2008) &amp; write questions &lt;br&gt; • Read Kelman (2009)</td>
<td></td>
</tr>
<tr>
<td>F, 5/12</td>
<td></td>
<td></td>
<td></td>
<td>TP 3</td>
</tr>
<tr>
<td>F, 5/19 (airport)</td>
<td></td>
<td>Peacemaking in Northern IrelandHW for this class:</td>
<td>• BBC’s <em>Provos, Loyalists, and Brits</em> (watch; respond to questions) &lt;br&gt; • Provos, segment 4 (<em>Endgame</em>) &lt;br&gt; • Loyalists, segment 3 (<em>War and Peace</em>)</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>Peacebuilding in Northern Ireland (cont.)HW for this class:</td>
<td>• Read CAIN website reading</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>Women &amp; peacebuildingHW for this class:</td>
<td>• Read Kilmurray &amp; McWilliams (2011) &amp; write questions &lt;br&gt; • Stephenson (2009) &amp; write questions</td>
<td>Both readings</td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>Psychological obstacles to peace; forgiveness &amp; healingHW for this class:</td>
<td>• Read Wessells (2004) &amp; write questions</td>
<td>Wessells</td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>Constructing ethos of peace in interethnic conflictHW for this class:</td>
<td>• Read Bar-Tal (2000) &lt;br&gt; • Reflection paper 4</td>
<td>RP 4</td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>Transitional JusticeHW for this class:</td>
<td>• Read Hamber (2012) &amp; write questions</td>
<td>Hamber</td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>ReconciliationHW for this class:</td>
<td>• Read Nadler &amp; Saguay (2004) &amp; write questions</td>
<td>Nadler &amp; Saguay</td>
</tr>
<tr>
<td>TBD</td>
<td></td>
<td>Psychologists as activists &amp; peacebuildersHW for this class:</td>
<td>• Read excerpt from Staub (2015) &lt;br&gt; • Read Van Zomeren et al. (2008) &lt;br&gt; • Reflection paper 5</td>
<td>RP5</td>
</tr>
<tr>
<td>M, 6/12</td>
<td></td>
<td></td>
<td></td>
<td>TP 4</td>
</tr>
<tr>
<td>M, 6/19</td>
<td></td>
<td></td>
<td></td>
<td>TP 5</td>
</tr>
</tbody>
</table>
Readings


