

The Psychology of Peace, Conflict, and Reconciliation in Northern Ireland

Spring, 2019

PSY386

Tentative Syllabus (updated 4/6/19)

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Readings

Feeney, B. (2004). *A short history of the Troubles*. Dublin, Ireland: The O'Brien Press.

Additional readings (see list below)

Course Overview

The Psychology of Peace, Conflict, and Reconciliation in Northern Ireland is a 6-credit study abroad program consisting of 3 weeks of class meetings on the GVSU Allendale campus and three weeks of travel and study in the North of Ireland. The course focuses on the psychology of conflict and on the psychology of peace and reconciliation, two topics that are often studied independently. There is a long history of scholarship on the dynamics, causes, and consequences of conflict and violence, from a variety of perspectives (e.g., social, biological, and clinical) and on interpersonal, intergroup, and international levels. Unlike theory and research on conflict, the specific focus on peace and reconciliation is relatively new to psychology. The emerging field of peace psychology draws on rich theory from clinical, social, political, and community psychology, and is influenced by literature from 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 also discuss interpersonal and international conflict, PSY386 will focus primarily on the psychological literature related to violent intergroup and ethno-political conflict and peace-building efforts, as they are most relevant to Northern Ireland. The course will also provide an overview of the society, culture, and history of Ireland, as a context for better understanding the conflict and the peace-building and reconciliation efforts.

Although much of the course will be experiential in nature, we will also have a number of more traditional class meetings. Many of these classes will be taught using a seminar approach, with students reading assigned articles and book chapters before class and then examining the topics more deeply in facilitated class discussions. Thus, it is very important to read and reflect upon assigned readings before coming to class. The course will begin with an overview of 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 conflict and war, such as the causes and consequences of intergroup conflict, the ethos of conflict, the effects of war, and psychological mechanisms used to legitimize oppressive social arrangements. While in Ireland, we will examine topics related to peace and reconciliation, with an emphasis on the culture of peace, psychological processes involved in reconciliation, and empirically-based peace initiatives. In addition to the classes led by Prof. Shupe, there will be a number of classes facilitated by university lecturers who have considerable expertise and experience in conflict transformation and reconciliation. We will also visit local organizations and hear from individuals who have actively worked toward peace and reconciliation, and we will spend several days working in Rowandale Primary School, one of the very few integrated primary schools in Northern Ireland.

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 Ireland, especially as related to the War of Independence, the sectarian conflict of the late 1900s, peace efforts, and 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 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 ethno-political conflict, including the escalation of conflict, the role of power, and the role of identity
- The psychology of legitimacy, especially as related to the legitimization 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 the North of 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
- Different forms of justice, and theory and research related to collective action

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 interpret readings from the formal psychological literature
- Interpersonal communication skills and collaborative problem solving abilities, especially as related to peace-building and reconciliation
- Skills related to the application of psychological theory and theory-based programs to the prevention of destructive conflict and peace-building and reconciliation processes

Course Evaluation

Grades for PSY386 will be based on participation, thought papers, and homework assignments.

Participation. Active engagement is an important part of the learning process, particularly for study abroad courses that have an extensive experiential component. Thus, participation will be weighted heavily in your PSY386 grade. It will be evaluated based on 1) your participation in classes, in group discussions, on class-related excursions, and in class-related activities; 2) your active listening and attentiveness to speakers in Ireland; 3) your participation in service-learning work at Rowandale Primary school; and 4) your appropriate and respectful behavior toward the people of Ireland, Prof. Shupe, and others in our group. Students will be asked to regularly report on their participation, and Prof. Shupe will take these self-evaluations into consideration in determining grades. Participation will be worth 110 points.

Thought papers. You will be required to write and submit 5 thought papers, in which you respond to prompts asking you to critically examine course readings and to link concepts discussed in the readings to historical events and/or our experiences in Ireland. The thought papers will be worth 15 points each and will be graded based on insight, relevance of content, and quality of writing.

Homework assignments. You will also have approximately 15 homework assignments, asking you to summarize or respond to questions about assigned readings; reflect on and/or answer questions about guest speakers; or apply your own experiences and insights to topics covered in the course. When at all possible, the assignments should be typed. The assignments will be worth 5 or 10 points.

Assignment of Grades.

The approximate point values and weighting of assignments, thought papers, and participation are given below.

Thought papers (5)	75pts	27%
5pt Homework assignments (~12)	60pts	22%
10pt Homework assignments (~3)	30pts	11%
Participation in Allendale	35pts	11%
Participation in Ireland	75pts	27%
Total	275pts	

Final course grades will be determined using the rubric below.

Grade	Percentage
A	92-100%
A-	90-91.9%
B+	88-89.9%
B	82-87.9%
B-	80-81.9%
C+	78-79.9%
C	72-77.9%
C-	70-71.9%
D+	68-69.9%
D	60-67.9%

Tentative Schedule

Date	Topics	Class Preparation & Assignments
Fri, 3/15	Orientation 1	
Mon, 3/18	Orientation 2	
Fri, 3/22 3-5pm	Topics: <ul style="list-style-type: none"> • Orientation - Culture • Introduction to conflict • Early history (~1600-1800) 	Preparation: <ol style="list-style-type: none"> 1) Watch “The Story of Ireland” Part 3 2) Read Lambert 3) Assign1: History questions (5pts)
Fri, 4/12 3-5pm	Topics: <ul style="list-style-type: none"> • Intergroup conflict • Stereotypes, prejudice, & discrimination • Early history (~1800-1923) 	Preparation: <ol style="list-style-type: none"> 1) Watch “The Story of Ireland” Part 4 2) Read Lambert 3) Assign2: History questions (5pts)
Fri, 4/26 10-12:30	Topics: <ul style="list-style-type: none"> • Violence • Structural violence • Moral exclusion • Justice, power, & legitimacy • Collective action 	Preparation: <ol style="list-style-type: none"> 1) Read Opatow (2001) 2) Read Feeney Chs. 1-2 3) Assign3: Feeney Chs. 1-2 questions (5pts)
Mon, 4/29 10-12:45	Topics: <ul style="list-style-type: none"> • Escalation of conflict • Sectarian conflict of NI 	Preparation: <ol style="list-style-type: none"> 1) Watch <i>Bloody Sunday</i> (2002; Dir. Paul Greengrass) 2) Read Staub (2001; pp. 289-297) 3) Read Cairns & Darby (1998; pp. 754-756) 4) Read Feeney Ch. 3 5) Assign4: Respond to readings/questions (5pts)
Th, 5/2 10-12:45	Topics: <ul style="list-style-type: none"> • Moral disengagement • Sectarian conflict of NI 	Preparation: <ol style="list-style-type: none"> 1) Read Feeney Chs. 4-5 2) Assign5: Feeney Chs. 4-5 questions (5pts)
Fri, 5/3		Thought Paper 1 due (escalation)
Mon, 5/6 10-12:45	Topics: <ul style="list-style-type: none"> • Ethnopolitical & intractable conflict • Culture of conflict • Human experiences of the NI conflict • Sectarian conflict of NI 	Preparation: <ol style="list-style-type: none"> 1) Read Feeney Chs. 6-7 2) Read Bar Tal et al. (2015; pp. 73-77) 3) Assign6: Feeney Chs. 6-7 questions (5pts)

Tues, 5/7 10-12:45	Topics: <ul style="list-style-type: none"> • Effects of violent conflict • Intro to Conflict Resolution • Negotiation & Mediation • Conflict management styles 	Preparation: <ol style="list-style-type: none"> 1) Read Cairns & Darby (1998; pp. 756-759) Prasad & Prasad (2009) Gifford (2006) 2) Assign7: Respond to readings/questions (10pts)
Online	Topic: Cultures of Peace	<ol style="list-style-type: none"> 1) Read Mayton (2009), pp. 127-136 2) Online discussion 3) Assign8: Respond to readings/questions (5pts) <i>Due Th, 5/9</i>
Th, 5/9 10-12:45	Topics: <ul style="list-style-type: none"> • Psych of Peace • Intergroup conflict resolution • Conflict transformation & intro to reconciliation 	Preparation: <ol style="list-style-type: none"> 1) Read: Christie et al. (2008), pp. 543-547 2) Assign9: Respond to readings/questions (5pts)
Mon, 5/13 10-12:45	Topic: <ul style="list-style-type: none"> • The peace process in N.I. 	Preparation: <ol style="list-style-type: none"> 1) Read Ingraham/CAIN website reading: http://cain.ulst.ac.uk/events/peace/talks.htm 2) Read Feeney, Chs. 8-9
Online	Topic: <ul style="list-style-type: none"> • Women & the N.I. peace process 	<ol style="list-style-type: none"> 1) Read Kilmurray & McWilliams (2011); Stephenson (2009) 2) Online discussion 3) Assign10: Respond to readings/questions (5pts) <i>Due Tue, 5/14</i>
Online	Topic: <ul style="list-style-type: none"> • Intro to reconciliation 	<ol style="list-style-type: none"> 1) Read Bloomfield et al. (2003; Chs. 1&2) 2) Online discussion 3) Assign11: Write summary & questions (5pts) <i>Due Wed, 5/15</i>
Fri, 5/17		Thought paper 2 (Theories/NI conflict) due
In Ireland	Topics: <ul style="list-style-type: none"> • Reconciliation & justice 	Preparation: <ol style="list-style-type: none"> 1) Hamber (2012; pp. 328-337) 2) Assign12: Respond to reading/questions (5pts)
In Ireland	Topics: <ul style="list-style-type: none"> • Reconciliation: Collective memory & identity 	Preparation: <ol style="list-style-type: none"> 1) Read Brewer (2016) 2) Read McQuaid (2015) 3) Assign13: Respond to reading/questions (5pts)

In Ireland	Topic: <ul style="list-style-type: none"> • Reconciliation: Psychological challenges & processes I: Culture, identity, normalization, & beliefs 	Preparation: <ol style="list-style-type: none"> 1) Read Wessells (2004) 2) Read Bar Tal (2000; pp. 355-360) 3) Assign14: Paper discussing readings in context of speakers and/or visits (10pts)
In Ireland	Topics: <ul style="list-style-type: none"> • Reconciliation: Psychological challenges & processes II: Forgiveness, trust, & healing 	Preparation: <ol style="list-style-type: none"> 1) Read Cehajic-Clancy et al. (2016; pp. 73-74) 2) Read Botcharova (2001; pp. 289-302) 3) Assign15: Paper discussing readings in context of speakers, visits, interpersonal conflict (10pts)
In Ireland	Topics: <ul style="list-style-type: none"> • Reconciliation: Peacemaker tools, approaches, & resources I 	Preparation: <ol style="list-style-type: none"> 1) Reading TBD
In Ireland	Topics: <ul style="list-style-type: none"> • Reconciliation: Peacemaker tools, approaches, resources II • Debriefing/Take home 	Preparation: <ol style="list-style-type: none"> 1) Reading TBD
		Thought Paper 3 (Peacebuilding); <u>due W, 6/12</u>
		Thought Paper 4 (Reconciliation); <u>due M, 6/17</u>
		Thought Paper 5 (Reconciliation); <u>due F, 6/21</u>

Required Readings for Assignments & Class Preparation (Pre-departure Classes)

- Bar-Tal, D. (2000). From intractable conflict through conflict resolution to reconciliation: Psychological analysis. *Political Psychology, 21*, 351-365.
- Bar-Tal, D., Halperin, E., & Pliskin, R. (2015). Why is it so difficult to resolve intractable conflicts peacefully? A sociopsychological explanation. In *Handbook of international negotiation: Interpersonal, intercultural, and diplomatic perspectives* (pp. 73-92). Springer.
- Cairns, E., & Darby, J. (1998). The conflict of Northern Ireland. *American Psychologist, 53*, 754-760.
- Christie, D. J., Tint, B., Wagner, R. V., & Winter, D. D. (2008). Peace psychology for a peaceful world. *American Psychologist, 63*, 540-552.
- Gifford, R.K. (2006). Psychological aspects of combat. In T.W. Britt, C.A. Castro, & A.B. Adler (Eds.), *Military life: The psychology of serving in peace and combat*. Westport, CT: Praeger.
- Mayton II, D. M. (2009). Meaning of pacifism and nonviolence. In Mayton II, D. M. (Eds.), *Nonviolence and peace psychology. Intrapersonal, interpersonal, societal, and world peace* (pp.1-10). New York: Springer.
- Opatow, S. (2001). Social injustice. In D.J. Christie, & D.A. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century* (pp. 102-109). Englewood Cliffs, NJ: Prentice-Hall.
- Prasad, A.N., & Prasad, P.L. (2009). Children in conflict zones. *Medical Journal of Armed Forces in India, 65*, 166-169.
- Staub, E. (2001). Ethnopolitical and other group violence: Origins and prevention. In D. Chirof & M.E.P Seligman (Eds.), *Ethnopolitical warfare: Causes, consequences, and possible solutions* (289-304). Washington, DC, US: American Psychological Association.

Required Readings for Assignments & Class Preparation (Classes in Ireland)

- Bar-Tal, D. (2000). From intractable conflict through conflict resolution to reconciliation: Psychological analysis. *Political Psychology, 21*, 351-365.
- Bloomfield, D., Barnes, T., & Huyse, L. (Eds.). (2003). *Reconciliation after violent conflict: A handbook*. Stockholm, Sweden: International Institute for Democracy and Electoral Assistance.
- Botcharova, O. (2001). Implementation of track two diplomacy: Developing a model of forgiveness. In R.G. Helmick, S.J., & R. L. Petersen (Eds.), *Forgiveness and reconciliation* (pp. 279-304). Philadelphia: Templeton Foundation Press.
- Brewer, J.D. (2016, May). *Remembering forwards: Or how to live together in the future with divided memories*. Paper presented at Memory and the Future, Dublin, Ireland. Retrieved from: https://pure.qub.ac.uk/portal/files/38572205/Remembering_forwards.pdf
- Cehajic-Clancy, S., Goldenberg, A., Gross, J.J., & Halperin, E. (2016). Social-psychological interventions for intergroup reconciliation: An emotion regulation perspective. *Psychological Inquiry, 27*, 73-88.
- Hamber, B. (2012). Transitional justice and intergroup conflict. In L.R. Tropp (Ed.). *The Oxford handbook of intergroup conflict* (pp. 328-343) New York, NY: Oxford University Press.
- Kelman HC. (2002) Interactive problem solving: Informal mediation by the scholar-practitioner. In: In J. Bercovitch (Ed.), *Studies in international mediation: Essays in honor of Jeffrey Z. Rubin* (pp. 167-193). New York: Palgrave Macmillan.
- Kilmurray, A., & McWilliams, M. (2011). Struggling for peace: How women in Northern Ireland challenged the status quo. *Solutions Journal, 2*.

- McQuaid, S.D. (2015). Parading memory and remembering conflict: Collective memory in transition in Northern Ireland. *Intern. J. Polit. Cult. Soc.*, 30, 23-41.
- Staub, E. (2015). How can we become good bystanders—in response to needs around us and in the world? *The roots of goodness and resistance to evil* (pp. 151-155). New York, NY: Oxford University Press.
- Stephenson, C.M. (2009). Gender equality and a culture of peace. In J. Rivera (Ed.), *Handbook on building cultures of peace* (pp. 123-138). New York: Springer Business and Science Media.
- Wessells, M. (2004). Diplomacy in an era of intrastate conflict: Challenges of transforming cultures of violence into cultures of peace. In H. Langholtz & C. Stout (Eds.), *The psychology of diplomacy* (pp.59-77). Praeger Publishers: Westport: CT.

Readings used in Class

- Garbarino, J., Zurenda, L., & Vorrasi, J.A. (2010). Long-term effects of war on children. In G. Fink (Ed.), *Stress of war, conflict and disaster* (pp. 568-579). Amsterdam: Elsevier.
- Hewstone, M., & Cairns, E. (2002). Social psychology and intergroup conflict. In D. Chirot & M. Seligman (Eds.), *Ethnopolitical warfare: Causes, consequences and possible solutions* (pp. 319 - 342). American Psychological Association: Washington, D.C.
- Kelman HC. (2002) Interactive problem solving: Informal mediation by the scholar-practitioner. In: In J. Bercovitch (Ed.), *Studies in international mediation: Essays in honor of Jeffrey Z. Rubin* (pp. 167-193). New York: Palgrave Macmillan.
- Lavi, I., & Bar-Tal, D. (2015). Violence in prolonged conflicts and its socio-psychological effects. In J. Lindert & I. Levav (Eds.), *Violence and mental health* (pp. 3-25). Springer.
- Nadler, A., & Saguay, T. (2004). Reconciliation between nations: Overcoming emotional deterrents to ending conflicts between groups. In L.R. Tropp (Ed.). *The Oxford handbook of intergroup conflict*. New York, NY: Oxford University Press.
- Nolan, P., & Bryan, D. (2016). *Flags: Toward a new understanding*. Report commissioned by Community Foundation for Northern Ireland. Retrieved from https://pure.qub.ac.uk/portal/files/18412953/NOLAN_AND_BRYAN_QUB_Flags_Report_Feb_16_FIN_AL.pdf
- Staub, E. (2013). Building a peaceful society: Origins, prevention, and reconciliation after genocide and other group violence. *American Psychologist*, 68, 576–589.
- Staub, E. (2015). How can we become good bystanders—in response to needs around us and in the world? *The roots of goodness and resistance to evil* (pp. 151-155). New York, NY: Oxford University Press.
- Van Zomeren, M., Postmes, T., Spears, R. (2008). Toward an integrative social identity model of collective action: A quantitative research synthesis of three socio-psychological perspectives. *Psychological Bulletin*, 134, 504-535.