

The Psychology of Peace

MDES/PSYC 3500 (3 Credits / 45 hours)

Jordan: Geopolitics, International Relations, and the Future of the Middle East

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

This interdisciplinary seminar addresses theory and practice of peace psychology, the psychological causes of violence and nonviolence, nonviolent struggle, non-violence and social change, the role of emotions in peacebuilding, negotiations of political disputes, and the impact of exiled and displaced populations on the psychology of peace and conflict resolution. The seminar also assesses applications of human psychology to the study of international politics. Psychological analyses of foreign policy and decision making, international conflict, and conflict resolution greatly contribute to the understanding of international relations. Students study the psychology of diverse actors of international relations, international relations and foreign policy decision making, role of biases, role of emotions in political decision making, and other psychological factors contributing to better understanding and explanation of international relations and politics. Through field visits with NGOs working in psychological services, health institutions, and discussions with academics, diplomats, and peace negotiators, students learn about the psychology of peace as it impacts conflict resolution and peace processes in Jordan and the Middle East.

Learning Outcomes

The *Psychology of Peace* course comprises 45 hours of instruction (3 credits). Upon completion of the course, students will be able to:

- Analyze the components of the psychology of peace and international politics;
- Describe the conceptual and empirical frameworks of the psychology of international negotiation and diplomacy;
- Explain peacebuilding and conflict transformation from a psychological perspective;
- Apply psychological perspectives in the analysis of geopolitics in the Middle East;
- Assess the future of peace in the Middle East using psychological theory.

Language of Instruction

This course is taught in English. Students will be exposed to vocabulary related to course content through in-country expert lectures and field visits in a wide range of venues and regional locales.

Course Schedule

Students will be provided a detailed course schedule during orientation on the program. Please be aware that topics and excursions may vary to take advantage of any emerging events, to

accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: The Psychology of Peace, Conflict, and Security

This module introduces main conceptual and theoretical frameworks for the analysis of psychological approaches to peace and international conflicts and conflict resolution. The focus is on peace psychology and the psychology of conflict resolution.

Session 1: The Psychology of Peace: Theoretical Frameworks

This session provides an overview of peace psychology and psychological approaches to conflict resolution. The session also addresses the role of emotions in peace negotiations.

Required Readings:

Vinayak, S. and Sharma, A. (2016). Peace Psychology in Today's Era. *Santosh University Journal of Health Sciences*; 2(1):33-32. Retrieved from:

<https://www.innovativepublication.com/journal-article-file/2365>

Sensales, G. (2013). *Political Psychology*. Springer-Verlag Berlin Heidelberg.

Christie, D. J., Tint, B. S., Wagner, R. V., & Winter, D. D. (2008). Peace psychology for a peaceful world. *American psychologist*, 63(6), 540.

Session 2: The Psychology of Conflict, Conflict Resolution, and Reconciliation

This session will provide an overview of the psychological understandings and explanations to international conflicts. Students also learn factors contributing to international conflicts and how psychology conceptualizes them. This session exposes students to psychological foundations of international conflict resolution and psychological components of reconciliation efforts that help resolve international conflicts and create and maintain reconciliation among nations and governments.

Required Readings:

Kelman, H.C. (2012). *Conflict Resolution and Reconciliation: A Social Psychological Perspective on Ending Violent Conflict Between Identity Groups*.

<https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1001&context=lov>

Cohen, C. (2005). *Creative Approaches to Reconciliation*. Brandeis University.

Paul, L. J., & Maiese, M. (2003). *Conflict Transformation II. Beyond Intractability*.

Bar-Tal, D., & Halperin, E. (2009). Overcoming psychological barriers to peace making: The influence of mediating beliefs about losses. *Prosocial motives, emotions and behavior*, 431-448.

Recommended Readings:

Cottam M., Masters E., Preston, T. and Dietz, B. (eds.) (2016) *Introduction to Political Psychology*. NY and London: Routledge (Chapter 13, the Political Psychology of International Security and Conflict).

Cottam M., Masters E., Preston, T. and Dietz, B. (eds.) (2016) (eds.) *Introduction to Political Psychology*. NY and London: Routledge (Chapter 14, Conflict resolution and reconciliation).

Huddy, L., Sears, D., and Levy, J. (2013). *The Oxford Handbook of Political Psychology 2nd edition*. Oxford: Oxford University Press (Chapter 28, the psychology of intractable conflicts: eruption, escalation, and peacemaking).

Module 2: Psychology in International Relations

This module addresses the role of psychology in international relations. The focus is on psychological factors impacting international relations, in particular emotions, biases, and stereotypes.

Session 1: Psychology in the Context of IR and Psychological Factors Affecting IR

This session provides students with introductory concepts and key elements of psychology within different international relations' domains. Students learn about how psychological factors might affect international relations. This session also analyzes the link between psychology and international relations main theories. Students will discuss psychological dimensions and factors that play significant role in the field of international relations.

Required Readings:

- Erisen, E. (2012). *An Introduction to Political Psychology for International Relations Scholars*. Perceptions, 17(3), 9-28.
- Galindo, E. (2007). Applied Psychology in International Relations. RES-Publica.
- Goldgeier, J.M. and Tetlock, P. E. (2001). Psychology and International Relations Theory. *Annual Review of Political Science*, 4:67–92.
- Lopez A., McDermott R., and Petersen M. (2011). States in Mind: Evolution, Coalitional Psychology, and International Politics, *International Security*, 36:2, 48-83.

Session 2: Cognitions, Biases, and Emotions in International Relations and Negotiation

This session addresses cognitive/mental processes, biases, prejudices, discriminations, stereotypes, and emotional states, and the role they play in the international relations arena. Students will learn about the main emotions and main emotional states that are known to psychology and their importance in the international relations negotiation process. The focus is on how these may contribute positively or negatively to the field of international relations, and the role of emotions as negotiation strategy in the field of international negotiations.

Required Readings:

- Sargent, N., & Bartoli, A. (2015). Psychological Dynamics of Insight: Relevance to International Negotiation. In *Handbook of International Negotiation* (pp. 59-72). Springer, Cham.
- Kelly, E. and Kaminskiene, N. (2016). Importance of Emotional Intelligence in Negotiation and Mediation. *International Comparative Jurisprudence*, 2:1, 55-60. Retrieved from: <http://dx.doi.org/10.1016/j.icj.2016.07.001>
- Renshon, J. and Lerner, J. (2012). *Decision-Making: The Role of Emotions in Foreign Policy*. Oxford: Blackwell Publishing Ltd.

Recommended Readings:

- Wong, S. (2016) Emotions and the Communication of Intentions in Face to Face Diplomacy. *European Journal of International Relation*, 22:1, 144-167.
- Cottam, M., Mastors E., Preston, T. and Dietz, B. (eds.) (2016). *Introduction to Political Psychology*. NY and London: Routledge. (Chapter 3, "Cognition, Social Identity, Emotions, and Attitudes in Political Psychology").

Module 3: Psychology of Political Leadership and Foreign Policy

This module analyzes the role of psychology and decision making in the context of foreign policy. Students learn about various mental and cognitive processes of decision making and the psychological of political leadership.

Session 1: Psychology of Political Leadership

This session explores political leaders and their main psychological qualities and characteristics. Students learn the major psychological attributes that make a good politician and/or have characterized main politicians.

Required Readings:

- Rhodes, R. and Hart, P. (eds.) (2014). *The Oxford Handbook of Political Leadership*. Oxford: Oxford University Press (Chapter 8, "Political Psychology" by M. Hermann).
- Paschen, M., and Dihsmair, E. (2014). *The Psychology of Human Leadership: How to Develop Charisma and Authority*. Springer. (Chapter 2, 27-59).

Recommended Readings:

- Cottam, M., Mastors E., Preston, T., and Dietz, B. (eds.). (2016). *Introduction to Political Psychology*. NY and London: Routledge (Chapter 5, "the Study of Political Leaders").

Session 2: Psychology of Foreign Policy Decision Making

This session analyzes the mental/cognitive processes of decision making in the political context. Students will be introduced to the process of political decision making from a psychological perspective.

Required Readings:

- Brummer, K., & Hudson, V. (2017). The Boundedness of Foreign Policy Analysis Theory? *Global Society*, 31(2), 157-166.
- Meichenbaum, D. (2015). *A Psychotherapist's View of Decision-Making: Implications for Peaceful Negotiations*. Springer.
- Levy, J. (2013). Psychology and Foreign Policy Decision Making. In *The Oxford Handbook of Political Psychology*, 2nd ed. Edited by Leonie Huddy, David O. Sears, and Jack S. Levy. Oxford: Oxford University Press.
- Renshon, J. and Renshon, S. (2008). The Theory and Practice of Foreign Policy Decision Making. *Political Psychology*, 29:4, 509-536.

Recommended Readings:

- Renshon, J. and Lerner, J.S. (2007). *The Role of Emotions in Foreign Policy Decision Making*. Harvard University.

Module 4: The Psychology of International Negotiation and Preventative Diplomacy

This module is focused on the analysis of the role of psychological factors in the negotiation process. Students also learn about impact of psychology on political communication and meet with diplomats to discuss their experience in the field of diplomacy.

Session 1: Psychology of International Peace Negotiation

This session will focus on the international negotiation process between international players and psychological factors that might contribute to the peace-specific international negotiation processes. Students will learn how psychology contributes to peace negotiations between nations and governments and negotiation skills and strategies designed by the field of psychology to help in the international negotiation efforts.

Required Readings:

- Aquilar, F. and Galluccio, M. (eds.). (2011). *Psychological and Political Strategies for Peace Negotiation: A Cognitive Approach*. New York: Springer-Verlag. (Chapter 1, "Changing Minds: How the Application of the Multiple Intelligence (MI) Framework Could Positively Contribute to the Theory and Practice of International Negotiation" by Howard Gardner).

Garling, T., Kristensen, H., Backenroth-Ohsako, G., Ekehammar, B., and Wessells, M. (2000). *Diplomacy and Psychology: Psychological Contributions to International Negotiations, Conflict Prevention, and World Peace*. *International Journal of Psychology*, 35:2, 81- 86.

Carsten K., Bianca B., Wolfgang S. and Gerben A. (2017). *The Psychology of Negotiation*.

Kelly, E. and Kaminskiene, N. (2016). *Importance of Emotional Intelligence in Negotiation and Mediation*. *International Comparative Jurisprudence*, 2:1, 55-60. Retrieved from: <http://dx.doi.org/10.1016/j.icj.2016.07.001>

Recommended Readings:

Galluccio, M. (2015). *Handbook of International Negotiation: Interpersonal, Intercultural, and Diplomatic Perspectives*, Donald Meichenbaum, *A Psychotherapist's View of Decision-Making: Implications for Peaceful Negotiations*.

Session 2: Psychology and Diplomatic Activity and Political Communication

This session analyzes the psychological factors that play significant role in diplomatic activities, and how these psychological contributions might be used by diplomats to better conduct their diplomatic activities. This session analyzes political communication skills based on psychologically sound communication skills. Students study communication skills that psychologists advise politicians to use while communicating politically and communicating political content.

Required Readings:

Wong, S. (2016). *Emotions and the Communication of Intentions in Face to Face Diplomacy*. *European Journal of International Relation*, 22:1, 144-167.

Houghton, D. (2015). *Political Psychology: Situations, Individuals, and Cases*. NY and London: Routledge. (Chapter 13, "Psychology of Political Communication, Persuasion, and the Mass Media).

Kussainova, A. (2012). *Psychological Aspects of Diplomatic Activity*. *World Applied Sciences Journal*, 20, 58-61.

Recommended Readings:

Sargent, N., & Bartoli, A. (2015). *Psychological Dynamics of Insight: Relevance to International Negotiation*. In *Handbook of International Negotiation*. Springer, Cham. (pp. 59-72).

Langholtz, H. and Stout, C. (2004). *The Psychology of Diplomacy*. Westport, Connecticut and London: Praeger (Chapter 1, "The psychology of Diplomacy).

Module 5: The Psychology of Refugees and International Relations

In this module, student will analyze the psychological role of the current refugee crises on international relations, and how the psychological considerations of refugees, humanitarian workers, and politicians affect peace negotiation process. Emphasis will be put on the role of media, communication, the psychological impact that media's representation of the refugee crises has on the general population, and how this affects negotiation, diplomacy, and political communication and decision making.

Session 1: A Picture Can Save a Thousand Lives; The Psychological Impact of Refugees on International Relations and Public Diplomacy

Situated in the context of "viral" photos that have defined the refugee crisis in the past few years, student will analyze how psychology explains international reactions to the refugee crises, the impact of public perception and group psychology on political decision making, and the impact of the psychology of both refugees and decision makers on international relations and public diplomacy. Students will also discuss the role of psychology in building positive peace among displaced communities.

Required Readings:

Leudar, I., Hayes, J., Nekvapil, J., & Turner Baker, J. (2008). Hostility themes in media, community and refugee narratives. *Discourse & Society*, 19(2), 187-221.

Pedersen, A., & Thomas, E. F. (2013). "There but for the grace of God go we": Prejudice toward asylum seekers. *Peace and Conflict: Journal of Peace Psychology*, 19(3), 253-265.

Recommended readings:

Abo-Hilal, M., & Said Yousef, O. (2014). Beyond survival: A brief description of psychological services for Syrian refugees. *Peace and Conflict: Journal of Peace Psychology*, 20(3), 334-336.

Europe's Migration Crisis in 25 Photos. Accessed at:

<https://edition.cnn.com/2015/09/03/world/gallery/europes-refugee-crisis/index.html>

Schiff, J. L. (2018). "Welcoming Refugees: Mindful Citizenship and the Political Responsibility of Hospitality." *Signs: Journal of Women in Culture and Society* 43, no. 3: 737-62.

Evaluation and Grading Criteria

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.

Description of Assignments:

Students will be assessed in this course through the following dimensions:

Lecture and Module Discussion (30%)

Student-led discussion of a pre-assigned lecture topic: including emphasis on assigned readings, preparation of discussion questions, and presentation of supplemental materials on the topic (interviews, articles, discussions with lecturers, etc.) After the lecture and module end, student will be engaged to discuss the thematic lectures and place emphasis on the readings and the main points made during the lecture. The students should connect the module discussion to the program theme and their learning experience in Jordan.

Peace and Psychology Current Issues Assignment (20%)

In no more than 2 pages, based on conversations with local people (homestay family members, neighbors, Jordan Times, lecturers and with any other resourceful persons) and reading local media, select and analyze one among the multiple issues that are currently important to Jordan regarding peace and psychology.

Comprehensive Analysis Paper (40%)

In no more than 5 pages, present a comprehensive analysis of the various aspects of psychology of peace in Jordan and the Middle East. In your analysis, cover three of the following areas:

- Psychology of peace building and conflict resolution
- Psychology of international relations
- Psychology of foreign policy
- Psychology of negotiations and diplomatic activity
- Psychology of refugees

Participation and Attendance: (10%)

Attendance during the thematic seminar is mandatory, and your grade will reflect your involvement in class and outside class.

Students are responsible for the timely reading of materials assigned for each session. In addition to readings, it is also your responsibility to keep up to date with current events. At a minimum, you are required to read the *Jordan Times* newspaper (in hardcopy form or online <http://www.jordantimes.com>). It is also recommended that you read a daily newspaper available online in English (for example, *Ammon News* at <http://en.ammonnews.net/>)

Assessment:

Lecture and Module Discussion	30%
Peace and Psychology Current Issues	20%
Comprehensive analysis paper	40%
Participation and Attendance	15%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Expectations and Policies

- Show up prepared. Be on time. Have your Reading completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of classmates, lecturers, local constituents engaged with on the visits, etc.). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

