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PSYCHOLOGY OF PEACE AND MASS VIOLENCE: INSTRUCTIONAL RESOURCES

Linda M. Woolf & Michael R. Hulsizer, Webster University (2004)

Overview

This document* consists of resource materials for developing whole courses and lectures on mass violence and peace. For incorporating specific topics into existing courses, lecture suggestions and selected references are given. For developing and revising whole courses, sample syllabi are provided. In addition, lists of relevant videotapes, Internet sites/listservs, and professional organizations are included.

- * See the companion documents: 1) *Psychology Of Peace and Mass Violence -- War, Ethnopolitical Conflict, Terrorism, and Peace: Informational Resources* and 2) *Psychology Of Peace and Mass Violence -- Genocide, Torture, and Human Rights: Informational Resources*

Outline of Contents

I. Internationalizing the Psychology Curriculum and Promoting Social Responsibility

This introductory section discusses why the psychology of peace and mass violence should be incorporated into existing psychology courses as well as developed into full courses.

II. Incorporating Topics into Existing Courses: Lecture Suggestions

This section offers lecture suggestions and recommended readings for use within traditional psychology courses and is organized by course titles in alphabetical order. Suggestions are given for the following courses: Abnormal Psychology, Clinical/Counseling Psychology, Community Psychology and Health Psychology, Cross-Cultural Psychology, Developmental Psychology, Ethics, History and Systems of Psychology, Introductory Psychology, Learning and Cognition, Media and Psychology, Organizational Psychology, Personality Theories, Political Psychology, Psychology and Women, Research Methods, School Psychology, and Social Psychology.

III. Whole Courses on Selected Topics: Sample Syllabi

Sample course syllabi are provided for five courses: 1) Altruism and Aggression, 2) Genocide: A Psychosocial Perspective, 3) The Holocaust, 4) Psychology of Peace and Conflict, and 5) Psychosocial Perspectives on Terrorism.

IV. Videotape Suggestions on Selected Topics

Videotape recommendations with brief commentaries are provided for the topics of conflict, genocide, and terrorism, the Holocaust, and intolerance and hatred in the United States

Author contact information: Linda M. Woolf, Department of Behavioral and Social Sciences, Webster University, 470 East Lockwood, St. Louis, MO 63119 (woolfm@webster.edu).

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V. Internet Resources on Selected Topics

This part includes a list of relevant Web sites and discussion lists with subscription information.

VI. Additional Resources for Educators

This section includes a short, annotated list of materials for use in course planning and teaching as well as a list of relevant professional organizations and contact information for them.

I. Internationalizing the Psychology Curriculum and Promoting Social Responsibility

The twentieth century was marked by unparalleled human cruelty, ethnopolitical conflict, war, terrorism, and genocide. Unfortunately the trend towards mass violence is continuing unabated into the twenty-first century. During the twentieth century, government genocidal policies alone resulted in over 210 million deaths - 80 percent of these were civilian deaths (170 million) and represent nearly four times the number of individuals killed in combat during international and domestic wars during this same time period (Robinson, 1998; Rummel, 1996). War dead and deaths due to genocide, terrorism, torture, all continue to mount in numbers beyond human comprehension. These statistics do not include human rights violations or structural violence and thus, severely underestimate the enormous toll on human life from physical and psychological scarring.

Psychology is uniquely qualified to address the causes and consequences of mass violence. One can easily understand psychology's role in assessment, intervention, and treatment of refugees and survivors of torture and extreme conflict. But, perhaps more importantly, psychology can make a significant contribution to the understanding of the psychosocial roots of human cruelty and mass violence including war, terrorism, and genocide. With this knowledge, we can work collaboratively with other disciplines and programs (governmental and non-governmental) to develop models and policies towards early warning, prevention, peaceful conflict resolution, reconciliation, and reconstruction. Unfortunately, psychology education has tended to ignore topics related to human rights and mass violence. As such, our students are not fully prepared to meet the psychosocial needs of those within the broader global community experiencing the trauma associated with violent conflict and are unable to fully contribute to pre-conflict prevention or post-conflict resolution.

Prior to September 11, 2001, issues such as international terrorism, war, and large-scale human rights violations were largely experienced by our students as isolated historical events or distant actions occurring in principally unknown places. However, the atrocities of September 11th made real for our students the effects of mass violence and highlighted the interconnected, global nature of the community within which we live. If psychology is to truly internationalize as well as meet the needs of the twenty-first century, information and training related to the causes, consequences, and prevention of human cruelty and mass violence must be integrated into the psychology curriculum. The analysis of previously occurring instances of mass violence, including genocide and ethnopolitical conflict (e.g. the Holocaust, the Rwandan genocide, the Israeli-Palestinian conflict), provide us highly documented instances of human cruelty and violent conflict. Knowledge of these atrocities and wars may lead our students to greater understanding of the cognitive, affective, social, cultural, and societal roots of human cruelty and mass violence. With this knowledge our students are more likely to accept the mantle of social responsibility and to become actively involved as citizens and future psychologists within the global community. Conversely, they are less likely to be apathetic bystanders only serving as fuel for continued human rights violations, ethnopolitical conflict, war, genocide, and other forms of mass violence.

Information and training related to the causes and consequences of human cruelty and mass violence as well as altruism and peacebuilding, can be taught as distinct courses within the psychology curriculum as well as integrated into existing course structures and topics.

Resource Limitations

This resource does not represent an exhaustive bibliography of materials related to the topics of mass violence or peace studies. Rather it is designed to be a helpful resource guide for the psychology professor who may be otherwise unfamiliar with this body of literature as well as for individuals already working in the area of peace psychology. Resources that are out of print or are not easily available are not included.

References

Robinson, M. (1998). *Opening address*. Paper presented at the Genocide and Crimes Against Humanity: Prevention and Early Warning Conference, United States Holocaust Memorial Museum, Washington, DC.

Rummel, R. (1996). *Death by government*. New Brunswick, NJ: Transaction.

II. Incorporating Topics into Existing Courses: Lecture Suggestions

The issues of fundamental human rights, refugees, torture, mass violence, ethno-political conflict, genocide, and the concept of peace psychology all can be integrated into existing courses. Below is a listing of lecture suggestions that can be integrated into traditional courses. Recommended readings are included.

Abnormal Psychology

Various psychological disorders, which have in part their roots in trauma, can be discussed within the context of survival from ethno-political conflict, torture, or displacement. Topics with an extensive literature related to the above sources of trauma include post traumatic stress disorder, depression, depersonalization, and derealization. Secondary stress in second generation, human rights workers, and care providers also can be discussed.

Some recommended resources:

Atran, S. (2003). Genesis of suicide terrorism. *Science*, 299, 1534-1539.

Hass, A. (1995). *The aftermath: Living with the Holocaust*. Cambridge, England: Cambridge University Press.

Hinton, D., Um, K., & Ba, P. (2001). A unique panic-disorder presentation among Khmer refugees: The sore-neck syndrome. *Culture, Medicine & Psychiatry*, 25, 297-316.

Lykes, M. B. (1996). Meaning making in a context of genocide and silencing. In M. B. Lykes, A. Banuazizi, R. Liem, M. Morris, & G. W. Albee (Eds.), *Myths about the powerless: Contesting social inequalities* (pp. 159-178). Philadelphia: Temple University Press. Critiques the usefulness of PTSD diagnoses.

Solomon, Z. (2001). The impact of posttraumatic stress disorder in military situations. *Journal of Clinical Psychiatry*, 62(Suppl. 17), 11-15.

Clinical/Counseling

Treatment issues related to work with refugees, displaced persons, and survivors of torture, war, and genocide can be discussed in clinically related courses. Areas that can be discussed are the applicability of Western diagnoses with non-Western populations, unique concerns related to refugee and survivor mental health, unique ethical concerns, and the need for emotional care for the clinician or caregiver. Additionally, case studies including victims of extreme trauma and refugees can be examined.

Some recommended resources:

Ajduković, D. (Ed.). (1997). *Trauma recovery training: Lessons learned*. Zagreb, Croatia: Society for Psychological Assistance.

Amery, J. (1980). *At the mind's limits: Contemplations by a survivor on Auschwitz and its realities*. New York: Schocken Books. Includes his personal experience of torture and its impact.

Arthur, N., & Ramaliu, A. (2000). Crisis intervention with survivors of torture. *Crisis Intervention & Time-Limited Treatment*, 6, 51-63.

Becker, D. (1995). The deficiency of the concept of posttraumatic stress disorder when dealing with victims of human rights violations. In R. J. Kleber, C. R. Figley, & P. R. Gersons (Eds.), *Beyond trauma: Cultural and societal dynamics* (pp. 99-110). New York: Plenum Press.

Danieli, Y. (Ed.). (2002). *Sharing the front line and the back hills: International protectors and providers: Peacekeepers, humanitarian aid workers and the media in the midst of crisis*. Amityville, NY: Baywood.

Kornfeld, E. L. (1995). The development of treatment approaches for victims of human rights violations in Chile. In R. J. Kleber, C. R. Figley, & P. R. Gersons (Eds.), *Beyond trauma: Cultural and societal dynamics* (pp. 115-131). New York: Plenum Press.

Levav, I. (1998). Individuals under conditions of maximum adversity: The Holocaust. In B. Dohrenwend (Ed.), *Adversity, stress, and psychopathology* (pp. 13-33). New York: Oxford University Press.

Silove, D. (1999). The psychosocial effects of torture, mass human rights violations, and refugee trauma: Toward an integrated conceptual framework. *Journal of Nervous and Mental Disease*, 187, 200-207.

Weine, S. M., Becker, D. F., McGlashan, T. H., & Laub, D. (1995). Psychiatric consequences of "ethnic cleansing": Clinical assessments and trauma testimonies of newly resettled Bosnian refugees. *American Journal of Psychiatry*, 152, 536-542.

Community Psychology and Health Psychology

A discussion of mass violence (e.g., terrorism, genocide, and conflict) as public health and community concerns can be included.

Some recommended resources:

Becker, G., Beyene, Y., & Ken, P. (2000). Health, welfare reform, and narratives of uncertainty among Cambodian refugees. *Culture, Medicine & Psychiatry*, 24, 139-163.

Behnia, B. (2001/2002). Friends and caring professionals as important support for survivors of war and torture. *International Journal of Mental Health*, 30(4), 3-18.

Durodie, B., & Wessely, S. (2002). Resilience or panic? The public and terrorist attack. *Lancet*, 360, 1901-1902.

Langholtz, H. J. (Ed.). (1998). *The psychology of peacekeeping*. Westport, CT: Praeger. Includes a very good chapter on the impact of landmines.

Lira, E. (2001). Violence, fear, and impunity: Reflections on subjective and political obstacles for peace. *Peace & Conflict: Journal of Peace Psychology*, 7, 109-118.

Lykes, M. (2000). Possible contributions of a psychology of liberation: Whither health and human rights? *Journal of Health Psychology*, 5, 383-397.

Pilisuk, M., & Ober, L. (1976). Torture and genocide as public health problems. *American Journal of Orthopsychiatry*, 46, 388-392.

Roesch, R., & Carr, G. (2000). Psychology in the international community: Perspectives on peace and development. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 811-831). Dordrecht, Netherlands: Kluwer Academic.

Cross-Cultural Psychology

Any discussion of cross-cultural psychology is incomplete unless it includes the topics of refugees, displaced persons, migration, human rights, torture, mass violence, ethno-political conflict, genocide, nationalism, and peace psychology. Also, difference in cultures or cultural events can be examined in relation to predispositions towards mass violence and genocide.

Some recommended resources:

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46, 5-68.

Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). Psychological responses to war and atrocity: The limitations of current concepts. *Social Science and Medicine*, 40, 1073-1082.

Comas-Diaz, L., Lykes, M. B., & Alarcon, R. (1998). Ethnic conflict and the psychology of liberation in Guatemala, Peru, and Puerto Rico. *American Psychologist*, 53, 778-792. Emphasizes the need to understand all aspects of a culture for work in that culture.

duPreez, P. (1997). In search of genocide: A comparison of Rwanda and South Africa. *Peace and Conflict: Journal of Peace Psychology*, 3, 245-259.

Elsass, P. (1992). *Strategies for survival: The psychology of cultural resilience in ethnic minorities*. New York: New York University Press.

Eppel, S. (2002). Reburial ceremonies for health and healing after state terror in Zimbabwe. *Lancet*, 360, 869-870.

Kemp, G. (2001). Definitions of international aggression: Lessons for cross-cultural research. In J. M. Ramirez, & D. S. Richardson (Eds.), *Cross-cultural approaches to research on aggression and reconciliation* (pp. 51-58). Huntington, NY: Nova Science.

Soldatova, G. U. (1997). Strangers in the homeland: Ethnopsychological problems of forced immigrants in Russia. In D. F. Halpern & A. E. Voiskounsky (Eds.), *States of mind: American and post-Soviet perspectives on contemporary issues in psychology* (pp. 291-305). Oxford, England: Oxford University Press.

Developmental Psychology

A discussion of moral development and its relation to perpetrator behavior can be examined. For example, the discussion could address the question of, "At what stage of Kohlberg's moral development would most perpetrators or rescuers during the Holocaust be placed?" The impact of extreme trauma and displacement on child development including the development of the self and self-esteem can be discussed. Information concerning the potential for human cruelty and genocide can be examined in relationship to a discussion of parenting styles. Information concerning effective conflict resolution is not only relevant to international relations but also interpersonal and intrafamilial relationships. It can be taught within this context. There is a growing literature on aging survivors of genocide, terrorism, torture, and so forth, and this can be related to topics such as generativity and life review.

Some recommended resources:

Allwood, M. A., Bell-Dolan, D., & Husain, S. A. (2002). Children's trauma and adjustment reactions to violent and nonviolent war experiences. *Journal of the American Academy of Child & Adolescent Psychiatry*, 41, 450-457.

Brom, D., Durst, N., & Aghassey, G. (2002). The phenomenology of posttraumatic distress in older adult Holocaust survivors. *Journal of Clinical Geropsychology*, 8, 189-201.

Davies, S. (2001). The long-term psychological effects of traumatic wartime experiences on older adults. *Aging & Mental Health*, 5, 99-103.

de Silva, H., Hobbs, C., & Hanks, H. (2001). Conscription of children in armed conflict – a form of child abuse. A study of 19 former child soldiers. *Child Abuse Review*, 10, 125-134.

Kay, A. (1998). Generativity in the shadow of genocide: The Holocaust experience and generativity. In D. P. McAdams & E. de St. Aubin (Eds.), *Generativity and adult development: How and why we care for the next generation* (pp. 335-359). Washington, DC: American Psychological Association.

La Greca, A. M., Silverman, W. K., Vernberg, E. M., & Roberts, M. C. (Eds.). (2002). *Helping children cope with disasters and terrorism*. Washington, DC: American Psychological Association.

Linn, R. (2001). Conscience at war: On the relationship between moral psychology and moral resistance. *Peace & Conflict: Journal of Peace Psychology*, 7, 337-355.

Salerno, J. A., & Nagy, C. (2002). Terrorism and aging. *Journals of Gerontology: Series A: Biological Sciences & Medical Sciences*, 57A, M552-M554.

Staub, E. (1996). Cultural-societal roots of violence: The examples of genocidal violence and of contemporary youth violence in the United States. *American Psychologist*, 51, 117-132.

For additional suggestions, see Children and Adolescents section of bibliographic lists in companion documents.

Ethics

A course in ethics or sections of research methods courses dealing with ethics can examine the origins of the early ethical guidelines for research such as the Nuremberg Code. The Code was written after the Nazi doctors' medical trial and outlines ethical guidelines for research. It places heavy emphasis on the issue of informed consent. A discussion of the unethical experiments conducted within the Nazi concentration camps or the Japanese biochemical warfare experiments can be used as a basis for ethical discussion. Additionally, the question of the use of unethically obtained data such as research conducted in Nazi concentration camps can be addressed.

Some recommended resources:

Annas, G., & Grodin, M. (Ed.). (1992). *The Nazi doctors and the Nuremberg Code: Human rights in human experimentation*. Oxford, England: Oxford University Press.

Berger, R. L. (1990). Nazi science: The Dachau hypothermia experiments. *New England Journal of Medicine*, 322, 1435-1440.

Bleich, J. D. (1991). Utilization of scientific data obtained through immoral experimentation. *Tradition*, 26, 65-76.

Harris, S. (1994) *Factories of death: Japanese biological warfare, 1932-45, and the American cover-up*. London: Routledge.

Hassenfeld, I. N. (2002). Doctor-patient relations in Nazi Germany and the fate of psychiatric patients. *Psychiatric Quarterly*, 73, 183-194.

Jonsen, A. R., & Sagan, L. (1978). Torture and the ethics of medicine. *Man and Medicine*, 3, 33-49.

History and Systems in Psychology

The role that psychologists and psychological theory played during the Holocaust can be examined. This can include an examination of the early eugenics movement within psychology. Additionally, behaviorism can be studied in part as a reaction against these theories. A discussion of Cattell's theory of Beyondism also can be studied within this context.

Additionally, the impact of the Holocaust, subsequent genocides, and ethnopolitical conflict can be studied in relation to the development of the fields of social, political, and peace psychology.

Some recommended resources:

Goggin, J. E., & Goggin, E. B. (2001). *Death of a "Jewish science": Psychoanalysis in the Third Reich*. Ashland, OH: Purdue University Press.

Kurzweil, E. (2001). Psychiatry, psychotherapies, and psychology in the Third Reich. *Psychoanalytic Review*, 88, 245-274.

Lothane, Z. (2001). The deal with the devil to "save" psychoanalysis in Nazi Germany. *Psychoanalytic Review*, 88, 195-224.

Smith, M. B. (1999). Political psychology and peace: A half-century perspective. *Peace and Conflict: Journal of Peace Psychology*, 5, 1-16.

Introductory Psychology

The topic of peace psychology is an excellent addition to an introductory psychology course demonstrating the global ramifications of psychological research and study. Issues related to peace psychology also can be integrated throughout the course. For example, ethnocentrism and misperception can be discussed as aspects of perception, errors in thinking and judgment based on belief systems can be discussed in conjunction with cognition, the role of emotion in intractable conflict can be discussed, and hedonic balancing can be discussed in relation to motivation. Material related to all courses described in this resource can be integrated into an introductory course.

Some recommended resources:

Bar-Tal, D. (2001). Why does fear override hope in societies engulfed by intractable conflict, as it does in the Israeli society? *Political Psychology*, 22, 601-627.

Bilu, Y. (1989). The other as a nightmare: The Israeli – Arab encounter as reflected in children's dreams in Israel and the West Bank. *Political Psychology*, 10, 365-389. Can be included in the section on sleep and dreams.

Southern Poverty Law Center. *The shadow of hate: A history of intolerance in America*. Southern Poverty Law Center (www.splcenter.org/ – see Teaching Resources sub-page).

Learning and Cognition

Topics include the nature and causes of aggression, stereotyping and prejudice formation, and decision-making particularly within the moral realm. Additionally, many of the topics discussed in relation to social psychology are also applicable.

Some recommended resources:

Haritos-Fatouros, M. (1995). The official torturer: A learning model for obedience to the authority of violence. In R. D. Crelinsten & A. P. Schmid (Eds.), *The politics of pain: Torturers and their masters* (pp. 129-146). Boulder, CO: Westview Press.

Opatow, S. (Ed.) (1990). Moral exclusion [Special issue]. *Journal of Social Issues*, 46(1).

Schelach, L. (2001). Memory of Auschwitz survivors. *Applied Cognitive Psychology*, 15, 119-132. Interesting research examining the accuracy of Holocaust survivor memories against existing camp documentation.

Media and Psychology

A course examining the relationship between the media and psychology can include a number of topics related to mass violence. For example, the role of propaganda during times of war and crisis can be examined. Additionally, the symbiotic relationship between terrorism and the media can be explored. The interaction of social psychological factors and the use of media by the elite, including leaders, can be discussed.

Some recommended resources:

Ahern, J., Galea, S., Resnick, H., Kilpatrick, D., Bucuvalas, M., Gold, J., & Vlahov, D. (2002). Television images and psychological symptoms after the September 11 terrorist attacks. *Psychiatry: Interpersonal & Biological Processes*, 65, 289-300.

Keinan, G., Sadeh, A., & Rosen, S. (2003). Attitudes and reactions to media coverage of terrorist acts. *Journal of Community Psychology*, 31, 149-165.

Levin, B. (2002). Cyberhate: A legal and historical analysis of extremists' use of computer networks in America. *American Behavioral Scientist*, 45, 958-988.

Schildkraut, D. (2002). The more things change...American identity and mass and elite responses to 9/11. *Political Psychology, 23*, 511-535.

Tsfati, Y., & Weimann, G. (2002). www.terrorism.com: Terror on the Internet. *Studies in Conflict & Terrorism, 25*, 317-332.

Organizational Psychology

Organizations exist and are impacted by world events. The effect of terrorism and other forms of mass violence on an organization and its employees can be examined.

Some recommended resources:

Byron, K., & Peterson, S. (2002). The impact of a large-scale traumatic event on individual and organizational outcomes: Exploring employee and company reactions to September 11, 2001. *Journal of Organizational Behavior, 23*, 895-910.

Personality Theories

A course in personality theory can stress the effect of the political context on theory development. For example, an analysis of Jung's anti-Semitic writings or Frankl's existentialist theory could be included. Cattell's theory of Beyondism and its relation to the eugenics movement raises interesting questions for discussion and debate. A course in personality also can include discussions of the research concerning personality and helping behavior, prosocial behavior, altruism and human cruelty. These also can provide a basis for discussion about theory development and research methodology within the study of personality.

Some recommended resources:

Alford, C. F. (1990). The organization of evil. *Political Psychology, 11*, 5-27. Draws on the work of Melanie Klein.

Kahana, B., Kahana, E. F., Harel, Z., & Segal, M. (1985-1986). The victim as helper: Prosocial behavior during the Holocaust. *Humboldt Journal of Social Relations, 13*, 357-373.

Kressel, N. (1996). *Mass hate: The global rise of genocide and terror*. New York: Plenum Press. Of particular interest, the chapter on the personality of the perpetrator.

Leach, J. (2002). Personality profiles of prisoners of war and evaders. *Military Psychology, 14*, 73-81.

Lifton, R. J. (1986). Reflections on genocide. *Psychohistory Review, 14*, 39-54. Includes Lifton's discussion of doubling.

Staub, E. (1993). The psychology of bystanders, perpetrators, and heroic helpers. *International Journal of Intercultural Relations, 17*, 315-341.

Political Psychology

Any discussions dealing with the roots, prevention, intervention, or reconciliation and recovery related to mass violence are appropriate for a course in political or military psychology. More specifically, material related to the role of the military and governmental structures and their relation to mass violence can be included in a course on political psychology.

Some recommended resources:

Bourne, L. E., Healy, A. F., & Beer, F. A. (2003). Military conflict and terrorism: General psychology informs international relations. *Review of General Psychology, 7*, 189-202.

Davenport, C. (1999). Human rights and the democratic proposition. *Journal of Conflict Resolution, 43*, 92-116.

Gaerling, T., Kristensen, H., Backerth-Ohsako, G., Ekehammar, B., & Wessells, M. G. (2000). Diplomacy and psychology: Psychological contributions to international negotiations, conflict prevention, and world peace. *International Journal of Psychology, 35*, 81-86.

Hart, R. P., Jarvis, S. E., & Lim, E. T. (2002). The American people in crisis: A content analysis. *Political Psychology, 23*, 417-437.

Hong, Y., Wong, R., & Liu, J. (2001). The history of war strengthens ethnic identification. *Journal of Psychology in Chinese Societies, 2*, 77-105.

MacNair, R. M. (2002). Perpetration-induced traumatic stress in combat veterans. *Peace & Conflict: Journal of Peace Psychology, 8*, 63-72.

Montiel, C. J., & Wessells, M. (2001). Democratization, psychology, and the construction of cultures of peace. *Peace & Conflict: Journal of Peace Psychology, 7*, 119-129.

Rummel, R. (1996). *Death by government*. New Brunswick, NJ: Transaction.

Wantchekon, L., & Healy, A. (1999). The "game" of torture. *Journal of Conflict Resolution, 43*, 596-609.

Woolf, L. M., & Hulsizer, M. R. (2002/2003). Intra- and inter- religious hate and violence: A psychosocial model. *Journal of Hate Studies, 2*, 5-26.

Psychology and Women

Women and children make up approximately 80% of the world's refugees. The special needs of the women and the impact of displacement can be discussed. Additionally, there is a growing literature on women and genocide that can be included for study. The issue of women's rights as human rights, global domestic violence, and sexual violence, torture, and slavery also can be discussed.

See Women's section of bibliographic lists in companion documents.

Research Methods

Traditional experimental methods may not be applicable to the study of genocide, ethnopolitical conflict, and large-scale human rights violations. Thus, research methods courses should include field methodologies such as in-depth interviewing, ethnographic research methods, and oral histories. Examples of these methodologies can be taken from the literature on genocide, human rights, torture, and ethnopolitical conflict.

Some recommended resources:

Bales, K. (1999). *Disposable people: New slavery in the global economy*. Los Angeles: University of California Press. (Includes a chapter on methods used for this research)

Baron, L. (1985-1986). The Holocaust and human decency: A review of research on the rescue of Jews in Nazi occupied Europe. *Humboldt Journal of Social Relations, 13*, 237-251. (Includes a discussion of methods)

Greenspan, H. (1998). *On listening to Holocaust survivors: Recounting and life history*. Westport, CT: Praeger.

Witmer, T. A., & Culver, S. M. (2001). Trauma and resilience among Bosnian refugee families: A critical review of the literature. *Journal of Social Work Research & Evaluation, 2*, 173-187. (Includes a discussion of methods)

School Psychology

The role that schools can play in assisting children and adolescents deal with issues of war, terrorism, genocide, and other mass violence traumas can be explored and discussed.

Some recommended resources:

Cole, E., & Brown, R. S. (2002). Psychological needs of post-war children in Kosovo: A preliminary analysis. *School Psychology International*, 23, 131-147.

Saltzman, W., Layne, C. M., Steinberg, A. M., Arslanagic, B., & Pynoos, R. S. (2003). Developing a culturally and ecologically sound intervention program for youth exposed to war and terrorism. *Child & Adolescent Psychiatric Clinics of North America*, 12, 319-342.

Social Psychology

The history of social psychology is linked to attempts to understand the Holocaust. Thus, many topics lend themselves to discussion. At the forefront are topics related to stereotyping, prejudice, and discrimination, obedience to authority, conformity, social-role theory, groupthink, moral exclusion, diffusion of responsibility, bystander behavior, altruistic behavior, in-group/out-group behavior, and group dynamics. Multiple examples of the impact of each of these can be examined through analysis of genocides such as the Holocaust or the Cambodian autogenocide. Additionally, the roots of genocide can be included as a lecture topic.

Some recommended resources:

Bar-Tal, D., & Labin, D. (2001). The effect of a major event on stereotyping: Terrorist attacks in Israel and Israeli adolescents' perceptions of Palestinians, Jordanians and Arabs. *European Journal of Social Psychology*, 31, 265-280.

Berkowitz, L. (1999). Evil is more than banal: Situationism and the concept of evil. *Personality & Social Psychology Review*, 3, 246-253.

Charny, I. W. (1980). A contribution to the psychology of genocide: Sacrificing others to the death we fear ourselves. *Israel Yearbook on Human Rights*, 10, 90-108.

Dunkel, C. (2002). Terror management theory and identity: The effect of the 9/11 terrorist attacks on anxiety and identity change. *Identity*, 2, 281-301.

Glass, J. M. (1997). Against the indifference hypothesis: The Holocaust and the enthusiasts for murder. *Political Psychology*, 18, 129-145.

Lerner, J. S., Gonzalez, R. M., Small, D. A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism: A national field experiment. *Psychological Science*, 14, 144-150.

Mandel, D. R. (1998). The obedience alibi: Milgram's account of the Holocaust reconsidered. *Analyse & Kritik*, 20, 74-94.

Miller, A. G. (Ed.). (1999). Perspectives on evil and violence [Special issue]. *Personality and Social Psychology Review*, 3(3).

Sabini, J. P., Silver, M., Lifton, R. J., Kelman, H. C., Hamilton, V. L., & Fairbank, J. K. (1993). Political psychology of destructive obedience and genocide. In N. J. Kressel (Ed.), *Political psychology: Classic and contemporary readings* (pp. 185-245). New York: Paragon House.

Shamir, J., & Shikaki, K. (2002). Self-serving perceptions of terrorism among Israelis and Palestinians. *Political Psychology*, 23, 537-557.

Shepela, S. T., Cook, J., Horlitz, E., Leal, R., Luciano, S., Lutfy, E., Miller, C., Mitchell, G., & Worden, E. (1999). Courageous resistance: A special case of altruism. *Theory & Psychology*, 9, 787-805.

Staub, E. (2001). Individual and group identities in genocide and mass killing. In D. Richard, L. Jussim, & D. Wilder (Eds.), *Social identity, intergroup conflict, and conflict reduction* (pp. 159-184). London: Oxford University Press.

Staub, E. (1999). The origins and prevention of genocide, mass killing, and other collective violence. *Peace and Conflict: Journal of Peace Psychology*, 5, 303-336.

Woolf, L. M., & Hulsizer, M. R. (2004). Hate groups for dummies: How to build a successful hate group. *Humanity and Society*, 28, 40-62.

See also the Teaching Materials section of the Society for the Psychological Study of Social Issues (SPSSI) Web site. The URL is listed in the Internet Resources section (under "Prejudice and Intolerance").

III. Whole Courses on Selected Topics: Sample Syllabi

Altruism and Aggression (PSYC 3000)

Texts:

Bierhoff, H. (2002). *Prosocial behaviour*. Philadelphia: Taylor & Francis.

Krahé, B. (2001). *The social psychology of aggression*. Philadelphia: Taylor & Francis.

Altruism text prepared by instructor (handed out later in the semester). Selected readings to be provided or placed on reserve in the library - each noted below.

Course Description:

We live in a violent time. Acts of unspeakable violence are being committed throughout the world. As a nation, we rank first among all developed countries in the world in homicides. As a result, it is virtually impossible to pick up a daily newspaper, leaf through a magazine, or listen to the evening news without learning that somewhere, someplace, an act of violence has occurred – the statistics are staggering. Yet, in the midst of this epidemic of violence, we still hear about instances of altruism – helping behavior. How is it that our species can be so destructive one instant and so truly kind and helpful in another? This dual nature of humans is perplexing. Is our species inherently good or evil?

Course Objectives and Outcomes:

1. Objective: To become more knowledgeable about the various theories of altruism and aggression.
Outcomes: Students will be able to articulate the various approaches to understanding altruism and aggression.
2. Objective: To explore the many factors unique to human altruism and aggression from a variety of perspectives (e.g., instinctual, developmental, biological, social, and personality).
Outcomes: Students will be able to articulate the different perspectives that can be utilized when seeking to understand altruism and aggression.
3. Objective: To apply the various altruism and aggression theories and perspectives to actual events within the United States and around the world.
Outcomes: Students will be able to critique the applicability of the various altruism and aggression approaches to specific cases of violence and prosocial behavior across the globe.
3. Objective: To become more knowledgeable about international human rights and how the United Nations Universal Declaration of Human Rights applies to acts of altruism and aggression.
Outcomes: Students will be able to articulate relevant aspects of the Universal Declaration of Human Rights and critically analyze the extent to which the United States is living up to the ideals put forth in the United Nations document.
4. Objective: To utilize knowledge about aggression to develop strategies to control or reduce aggressive behavior.
Outcomes: Students will be able to devise a means to prevent, control, or curtail some form of aggressive behavior using the various theories and perspectives discussed in class.

5. Objective: To utilize knowledge about altruism to increase the manifestation of this behavior throughout the world.

Outcomes: Students will be able to relate altruism theories, concepts, and research discussed in class to devise a strategy aimed at increasing volunteerism in a local community organization.

Class Meetings:

The class will meet [list applicable days and times]. Classroom attendance and class discussion will greatly enhance your understanding of the material presented in this class. Also, material will be presented that is not in any of the books and class participation/discussion will constitute a percentage of your final grade.

Due to the discussion-based nature of the class, it is imperative that you complete the readings before coming to class. Preparation of this sort will: a) facilitate recall and understanding by enabling the development of a schema for the material; b) enable you to contribute to class discussions in a thoughtful manner; and c) prepare you to learn!

Course Requirements:

Your final grade will be based on the three exams (225 possible points; 48.1% of final grade), application paper and presentations (200 possible points; 42.7% of final grade), exam questions (18 possible points; 3.9% of final grade), and participation scores (25 possible points; 5.3% of final grade). My grading scale is as follows:

90% - 100%	A, A-	Superior work
80% - 89%	B+, B, B-	Good work
70% - 79%	C+, C, C-	Satisfactory work
63% - 69%	D+, D	Passing, but less than satisfactory
Less than 63%	F	Unsatisfactory

Class Participation and Discussion: Because this class is a seminar and not a traditional lecture class, your active participation is required. Your participation will be evaluated not on the amount of talking you do in class, but rather the quality of what you bring to the class discussion. I will provide you with feedback throughout the course. Class participation will be worth 25 points.

Examinations: Three exams will be given during the semester. Each exam will be worth 75 points. The format of these exams will be primarily essay with some multiple choice and short answer. You will be tested on material presented in the readings, lecture, discussion, and film. Thus, your presence in class will greatly facilitate your performance on these exams.

Application Projects:

Aggression Prevention: Students will be paired at the beginning of the semester. Each pair will select a current problem associated with violence and devise a means to curb that problem. The group should seek outside material that speaks to the nature of the problem and devise a means to prevent, control, or curtail the scope of the problem. You may use primary or secondary prevention methods and incorporate any aspect of local, state, or federal government support. This should be a detailed program – it should be as ready for implementation as possible. A **major** aspect of the project will be your ability to integrate aggression theory, concepts, and research into your project. A detailed handout will be provided at a later point. Week 8 will be devoted to a class presentation of your project. Each student pair will be expected to deliver a condensed version of the project via Power Point. Presentations should be about 10 minutes long. The presentation is worth 25 points. The paper is also due on week 9 and is to be approximately 15 pages (double-spaced, 12 point, APA citations and references). Students are to write their own paper (worth 75 points).

Potential projects may include (only one group per project):

School Violence	Juvenile Delinquency	Sexual Aggression
Child Abuse	Spousal Abuse	Gang Activity
Hate Crimes	Inner City Crime	Impact of the Media
Death Penalty	Elder Abuse	War on Drugs

Volunteerism: For this project, students will again be paired together (not necessarily the same pairing as in the first project) and will volunteer some time at a local organization of their choice (I will provide a list of possibilities at a later point). Students should then interview someone who is currently volunteering at that same organization. For the project, each student should reflect on their experiences and explore the reasons why the individual interviewed volunteered his/her time. Care should be exercised to protect the identity of the interviewee. Most importantly, students are to relate altruism theories, concepts, and research discussed in class when interpreting the results of the interview. The final aspect of the project is to devise a strategy to increase volunteerism at the agency where you worked. This should be a detailed program that could be submitted to the actual organization (past students have done just this). Be sure to incorporate altruism research into your discussion. Week 15 will be devoted to a class presentation of your project. Each student pairing will be expected to deliver a condensed version of the project via Power Point. Presentations should be about 10 minutes long. The presentation is worth 25 points. The paper is also due on week 15 and is to be approximately 15 pages (double-spaced, 12 point, APA citations and references). Students are to write their own paper (worth 75 points).

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 *Agg* and *Alt* will be for your texts, *The Social Psychology of Aggression* and *Prosocial Behaviour*, respectively.

Week 1	Concepts and Measures of Aggression <u>Readings:</u> <i>Agg</i> (Ch. 1)
Week 2	Theories of Aggressive Behavior <u>Readings:</u> <i>Agg</i> (Ch. 2)
Week 3	Individual Differences in Aggression <u>Readings:</u> <i>Agg</i> (Ch. 3)
Week 4	Situational Influences on Aggression <u>Readings:</u> <i>Agg</i> (Ch. 4)
Week 5	Media Violence and Aggression <u>Readings:</u> <i>Agg</i> (Ch. 5)
	Exam I (Week 1 - 4)
Week 6	Sexual Aggression & Domestic Violence <u>Readings:</u> <i>Agg</i> (Ch. 7 & 8)
Week 7	Controlling and Preventing Aggression <u>Readings:</u> <i>Agg</i> (Ch. 9)
Week 8	Prevention Presentations
Week 9	Introduction to Altruism & Role of Culture <u>Readings:</u> <i>Agg</i> (Ch. 9) <i>Alt</i> (Mod. 1-4)
Week 10	Processes: Empathy & Guilt in Altruism <u>Readings:</u> <i>Alt</i> (Mod. 9 & 10)
Week 11	Processes: Learning & Responsibility in Altruism <u>Readings:</u> <i>Alt</i> (Mod. 8 & 11)
	Exam II (Weeks 5-7, 9-10)
Week 12	Theory: Ego vs. Empathy <u>Readings:</u> (Mod. 12 & 13)

Week 13	Theory: Bystander Intervention & Altruistic Personality <u>Readings:</u> (Mod. 15, 16, & 17)
Week 14	Applications: Volunteer Work & Volunteerism <u>Readings:</u> (Mod. 20 & 21)
Week 15	Altruism Presentations
Week 16	Exam III (Weeks 11-14)

Genocide: A Psychosocial Perspective (PSYC 3000)

Texts:

Kressel, N. (1996). *Mass hate*. New York: Plenum.

Staub, E. (1989). *The roots of evil: The origins of genocide and other group violence*. Cambridge, England: Cambridge University Press.

Totten, S., Parsons, W. S., & Charny, I. W. (Eds.). (1997). *Century of genocide: Eyewitness accounts and critical views*. New York: Garland.

Selected readings to be provided or placed on reserve in the library - each noted below.

Course Description:

We live in a time of unparalleled instances of democide, genocide and ethnocide. In fact, governmental policies have resulted in over 170 million deaths during the last century (1900-1987) and this figure excludes war deaths (Rummel, 1995). As Rummel states, "It surpasses the 1987 population of all but six nations in the world." These statistics of course do not include the more recent deaths due to genocide/democide and underestimates the additional toll on human life from physical and psychological scarring.

Although most individuals are aware of the Holocaust (even though many do not realize the extent of the brutality and actual cost in terms of human life), many are not aware of other past genocides/democides or of current genocides/democides. For example, many individuals remain unaware of the Armenian genocide in Turkey, the killing fields of Cambodia, the disappearances in Argentina and Chile, the death squad killings in El Salvador, or Stalin's purges. Many are unaware of recent events that have resulted in genocides in Bosnia and Rwanda/Burundi or the extreme violations of human rights and genocidal policies by the governments of China (including Tibet), Myanmar (Burma), Laos, and Indonesia (including the genocide of the East Timorese).

The Holocaust, the genocides in Turkey, Cambodia, Bosnia, and Rwanda . . . the disappearances in Argentina, the death squad killings in El Salvador, . . . violence, torture, the mistreatment of human beings . . . All of these raise questions about evil. This course will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. We will examine the questions of what enables individuals collectively and individually to perpetrate evil/genocide and examine the impact of apathetic bystanders on human violence.

Course Objectives and Outcomes:

1. Objective: To examine the nature of evil and its differential impact on victims vs. perpetrators.
Outcomes: Students will be able to articulate the issues surrounding a definition for the term "evil" and discuss the differences in perceptions of evil for victims and perpetrators.
2. Objective: To examine the differences between the terms genocide, democide, ethnocide, and other forms of mass violence.
Outcomes: Students will be able to articulate definitions for the terms genocide, democide, ethnocide, and mass violence, and discuss the difficulties surrounding each definition.

3. Objective: To become more knowledgeable concerning the interaction of psychological, sociological, cultural, and/or political roots of evil, human cruelty, mass violence, and genocide.
Outcomes: Students will be able to discuss the interaction of factors that play potential causative roles in the perpetration of evil and human cruelty on an individual and collective basis (e.g., torture and genocide, respectively).
4. Objectives: To become familiar with a psychosocial theory of evil and the application of this theory to the perpetration of genocide and mass violence in Nazi Germany, Turkey, Cambodia, Bosnia, and Rwanda.
Outcomes: Students will be able to articulate the theory and demonstrate/discuss how the theory can be applied to the occurrences of mass violence/genocide in Germany, Turkey, Cambodia, Bosnia, Rwanda, and various indigenous cultures. Students also will be able to critique the theory and articulate ways that the theory falls short in discussing the previously cited instances of mass violence/genocide.
5. Objective: To examine the nature of bystander behavior and the impact of bystander behavior on the perpetration of genocide.
Outcomes: Students will be able to discuss the psychological and sociological research concerning bystander behavior and relate this research to the role of bystander behavior during the Holocaust, the genocides in Turkey, Cambodia, Bosnia, Rwanda and other genocides.
6. Objectives: To examine the question of what can be done to prevent human cruelty, mass violence, and genocide.
Outcomes: Students will be able to articulate several theories examining prevention of human cruelty, mass violence, and genocide and intervention during instances of mass violence and genocide.
7. Objective: For students to be able to take all of the above information and apply it to a current or historical occurrence of individual and collective instance of human cruelty, mass violence, or genocide.
Outcomes: Students will be able to write a term paper analyzing a case of collective mass violence (genocide/democide, etc.) not discussed in class or the text.

Class Meetings:

The class will meet [list applicable days and times]. Classroom attendance and class discussion will greatly enhance your understanding of the material presented in this class. Also, material will be presented that is not in any of the books and class participation/discussion will constitute a percentage of your final grade.

This course will be challenging for several reasons. First, it entails a fair amount of reading. If this is to be a good class, it is essential for everyone to do the reading, come to class, and be prepared to participate in the discussion. Second, this course is difficult because of its almost unrelieved concentration on human suffering and extreme, deliberately inflicted cruelty. The information presented in this class is difficult to read and difficult to discuss. There will be opportunities for class members to discuss thoughts and feelings that arise during the course.

Course Requirements:

Three exams, a term paper analyzing an instance of mass violence/genocide, and class participation/discussion. Percent of Grade:

Examinations	70%
Term/Analysis Paper	20%
Class Participation/Discussion	10%

Examinations: The exams are designed to test for an understanding of the terms, theories, ideas, and historical events related to evil, human cruelty, mass violence, and genocide as presented in text, readings, lecture, and discussion. The exams will include multiple choice, matching, short answer, and essay questions. Exams One and Two will be worth 20% of your final grade. The final exam will include a comprehensive essay question and will be worth 30% of your final grade.

Term/Analysis Paper: The purpose of the term/analysis paper is to provide you, the student, with the opportunity to explore the collective perpetration of mass violence, genocide, or democide from a psychosocial perspective in depth. Specific instructions will be discussed in class. Students will be given a choice of recent/current

instances of genocide/mass violence that are open for analysis/exploration. Any analysis that is not one of the assigned options must be approved in writing by the instructor. The analysis paper is worth 20% of your final grade.

Class Participation and Discussion: Please realize that your participation in this class is extremely important. As such, class participation will constitute 10 percent of your final grade. The class participation grade will derive from regular attendance and everyday discussion and analysis. Please be aware that skipping class (unexcused absences) will impact your grade in this area.

Course Outline:

- Week 1 Introduction to the Class/What is Genocide?/Perpetrator vs. Victims/The Heroes
Readings: *The Roots of Evil*, Chapter 1
The new concept of democide in *Death by Government* by R. Rummel
A Century of Genocide, Forward and Genocide of the Hereros, Chapter 1
- Week 2 Genocide and Mass Killing: Core Concepts/Towards A Psychosocial Model of Genocide
Readings: *The Roots of Evil*, Chapter 2
Staub, E. (1999). The origins and prevention of genocide, mass killing, and other collective violence. *Peace and Conflict: Journal of Peace Psychology*, 5, 303-372.
- Week 3 Psychological Factors/Psychology of Hard times/Cultural and Individual Characteristics
Readings: *The Roots of Evil*, Chapters 3 – 4
Mass Hate, Chapter 6
A study of prisoners and guards in a simulated prison, by C. Haney, C. Banks, & P. Zimbardo in *The Social Animal*, edited by E. Aronson.
Behavioral study of obedience, by S. Milgram in *The Social Animal*, edited by E. Aronson
Opinions and social pressure, by S. Asch in *The Social Animal*, edited by E. Aronson
Opatow, S. (1990). Moral exclusion and injustice: An introduction. *Journal of Social Issues*, 46, 1-20.
Social circumstances and factors that incite the upsurge of nationalism, in *The Mass Psychology of Ethnonationalism*, by D. Kecmanovic
- Week 4 Psychology of Perpetrators
Readings: *The Roots of Evil*, Chapter 5
Mass Hate, Chapter 7
- Weeks 5-7 Continuum of Destruction: Perpetrators and Bystanders/The Nazi Holocaust
Readings: *The Roots of Evil*, Chapters 6 - 11
Century of Genocide, Holocaust: The Jews, Chapter 5
Century of Genocide, Holocaust: The Gypsies, Chapter 6
Century of Genocide, Holocaust: Disabled peoples, Chapter 7
- Exam I (Week 5)
- Weeks 8-9 The Genocide in Cambodia
Readings: *The Roots of Evil*, Chapter 13
Century of Genocide, The Cambodian genocide, Chapter 12
- Week 10 The Turkish Genocide of the Armenians
Readings: *The Roots of Evil*, Chapter 12
Provocation or nationalism: A critical inquiry into the Armenian genocide of 1915, by R. Melson in *The Armenian Genocide in Perspective*, edited by R. Hovannisian
Century of Genocide, Armenian genocide, Chapter 2
- Week 11 The Genocide in Bosnia
Readings: *Mass Hate*, Chapter 2
Intrastate conflict and sustainable development, by W. Q. Morales in *The Coming Age of Scarcity*, edited by M. N. Dobkowskin and I. Wallimann

Century of Genocide, Genocide in Bosnia-Herzegovina?, Afterward

Exam II

Weeks 12-13 The Genocides in Burundi and Rwanda

Readings: *Mass Hate*, Chapter 4

Smith, D. N. (1998). The psychocultural roots of genocide: Legitimacy and crisis in Rwanda. *American Psychologist*, 53, 743-753.

Postcolonial genocide, by D. N. Smith in *The Coming Age of Scarcity*, edited by M. N. Dobkowskin and I. Wallimann

Century of Genocide, The Burundi genocide, Chapter 11

Century of Genocide, The Rwanda genocide, Chapter 14

Week 14 Physical and Cultural Genocide of Various Indigenous Peoples

Readings: *Century of Genocide*, Chapters 8, 9, and 13

Term/Analysis Paper Due

Week 15 Towards Peaceful Coexistence

Readings: *The Roots of Evil*, Chapters 15, 17 – 18

duPreez, P. (1997). In search of genocide: A comparison of Rwanda and South Africa. *Peace and Conflict: Journal of Peace Psychology*, 3, 245-259.

Week 16 Final course wrap-up/discussion and Final Exam

***The Holocaust
(PSYC 3200)***

Texts:

Amery, J. (1980). *At the minds limits: Contemplations by a survivor on Auschwitz and its realities*. Bloomington: Indiana University Press.

Des Pres, T. (1976). *The survivor: An anatomy of life in the death camps*. New York: Oxford University Press.

Newman, L. S., & Erber, R. (Eds.) (2002). *Understanding genocide: The social psychology of the Holocaust*. New York: Oxford University Press.

Paskuly, S. (Ed.) (1996). *Death dealer: The memoirs of the SS Kommandant at Auschwitz Rudolph Hoss*. New York: Da Capo Press.

Selected readings to be provided or placed on reserve in the library - each noted below.

Course Description:

The Holocaust remains an unparalleled instance in human history of industrialized, systematic genocide. As such, the Holocaust has been examined extensively from a historical and political perspective. However, much less has been done to examine the Holocaust from a psychological or sociological perspective. Although there are questions related to the Holocaust that psychology/sociology can not answer, it is important to seek understanding through these questions. This course will use a psychological/sociological perspective to examine the groups of individuals associated with the Holocaust (perpetrators, victims, bystanders, resistance fighters, rescuers) noting that these groups are not always mutually exclusive. Issues to be explored include:

- the question of what enables individuals collectively and individually to perpetrate evil/genocide
- the nature of extreme prejudice
- the psychology of propaganda
- the impact of extreme victimization on the victim (during the Holocaust, upon liberation, and in latter years)
- the question of what enabled some individuals, groups, or countries to become actively involved in resistance while others remained passive bystanders and others sympathizers or collaborators

The roles that psychology, psychologists, and psychiatrists played during the Holocaust and the question, "Can it happen again?" also will be examined.

Course Objectives and Outcomes:

1. Objective: To become more knowledgeable concerning the historical events of the Holocaust including the periods before, during, and after World War II.
Outcomes: Students will be able to outline the history of anti-Semitism from early Roman times through the Holocaust, the history of the Weimar Republic and the history of the Third Reich.
2. Objective: To become familiar with the research on topics such as extreme prejudice and propaganda.
Outcomes: Students will be able to discuss the relationship between the research findings on prejudice/propaganda and the rise of Nazi Germany and the events of the Holocaust.
3. Objective: To become familiar with the effects of extreme victimization (i.e., torture, dehumanization, "choiceless-choice") on individuals and groups. To examine these effects both during and after the Holocaust.
Outcomes: Students will be able to discuss the research related to the psychological impact of extreme victimization on individuals and groups as it relates to the Holocaust.
4. Objectives: To explore the psychological/sociological nature of evil through an examination of the perpetrators (i.e. Hitler, SS officers, einsatzgruppen) of the Holocaust. To explore the question of the "banality of evil." To question what enables individuals both individually and collectively to perpetrate evil/genocide.
Outcomes: Students will be able to articulate the primary psychological and sociological theories related to the perpetration of evil and genocide. Students also will be able to discuss the research on topics such as obedience, conformity, diffusion of responsibility, bystander behavior. Students will be able to relate these theories and topics to the Holocaust.
5. Objective: To examine the nature of resistance, both active and passive, as it occurred in the ghettos, concentration/extermination camps, and throughout Europe. To question what enables individuals both individually (for example, individual rescuers) and collectively (for example, partisans) to resist evil/genocide.
Outcomes: Students will be able to discuss the various forms of resistance that occurred during the Holocaust and relate this information to the debate concerning an appropriate definition for resistance during the Holocaust. Students will be able to discuss the research related to altruistic behavior as it relates to the Holocaust.
6. Objectives: To examine the nature of bystander behavior as it occurred in Europe and throughout the world and the impact of bystander behavior on the perpetration of genocide.
Outcomes: Students will be able to discuss the psychological and sociological research concerning bystander behavior and relate this research to the role of bystander behavior during the Holocaust.
7. Objective: To examine the role of psychological/sociological theory, psychologists, and psychiatrists during the Holocaust.
Outcomes: Students will be able to discuss theories such as sociobiology and how these theories were used (misused) as a rationale for genocide. Students will be able to articulate the unique role that psychiatrists played as perpetrators of genocide. Students also will be able to identify several prominent individuals noted for their contributions to psychology/sociology who played an active role in support of Nazi Germany.
8. Objective: To explore the question of "Can it happen again?"
Outcomes: Students will be able to address the question of "Can it happen again?" or possibly "Has it happened again?" drawing on all of the material learned in class.

Class Meetings:

The class will meet [list applicable days and times]. Classroom attendance and class discussion will greatly enhance your understanding of the material presented in this class. Also, material will be presented that is not in any of the books and class participation/discussion will constitute a percentage of your final grade.

This course will be challenging for several reasons. First, it entails a fair amount of reading. If this is to be a good class, it is essential for everyone to do the reading, come to class, and be prepared to participate in the discussion. Second, this course is difficult because of its almost unrelieved concentration on human suffering and extreme, deliberately inflicted cruelty. The information presented in this class is difficult to read and difficult to discuss. There will be opportunities for class members to discuss thoughts and feelings that arise during the course.

Course Requirements:

A midterm exam, a comprehensive final, four response papers, an analysis paper, and class participation/discussion. Percent of Grade:

Examinations	40%
Response Papers (7.5% each)	30%
Analysis Paper	15%
Class Participation/Discussion	15%

Examinations: The midterm exam is designed to test for a basic understanding of the terms and historical events surrounding the Holocaust. The final is comprehensive. Exams will include multiple choice, matching, short answer, and essay questions. They will cover material presented in lecture, readings, and discussion. The midterm and final exams each will be worth 20 percent of your final grade.

Response Papers: The response papers are designed to provide you with an opportunity to integrate and respond to information presented and discussed in class. Each answer should represent a synthesis/analysis of the information as opposed to a personal reflection or reaction to the material. Each response paper is to be four to six pages in length. Five essay questions will be distributed during the course of the class. You are required to complete four of the questions. If five questions are completed, only the four highest grades will be recorded; the lowest will be dropped. Each response paper will be worth 7.5 percent of your final grade.

Sample Question for Response Paper

The Holocaust and Nazi Germany were built upon a comprehensive racist ideology whose success depended upon public support. To insure success, Hitler appointed a Minister of Propaganda (Goebbels) and began a campaign based on stereotypes, prejudice, and discrimination. Through the use of various media (for example: writings, cartoons, films, radio) and policy (for example: Jewish insignia, boycotts, ghettos), Hitler was able to simultaneously fan the fire of anti-Semitism and increase Aryan pride. Much has been written in psychology and sociology since the Third Reich concerning stereotyping, prejudice, and discrimination. Within the context of these socio-psychological theories, discuss the policy and propaganda campaign of the Nazis. In other words, examine each socio-psychological theory and provide examples and explanations of Nazi policy or use of media that would fit each theory. For example, how might the use of the film *Triumph of the Will*, ghettoization, images/messages of the slides we saw in class, and so forth fit within a theory of prejudice or stereotyping? Also, within the context of these theories, explain what role the events surrounding the Weimar Republic may have played in contributing to the rise in anti-Semitism.

Analysis Paper: The purpose of the analysis paper is to provide you, the student, with the opportunity to explore the perpetration of the Holocaust from a psychological/sociological perspective in depth. The paper will consist of an evaluation of the autobiography of Rudolph Hoss in relation to material discussed in class and readings. The analysis paper is worth 15 percent of your final grade.

Class Participation and Discussion: Please realize that your participation in this class is extremely important. As such, class participation will constitute 15 percent of your final grade. The class participation grade will derive from regular attendance and everyday discussion and analysis. Please be aware that skipping class (unexcused absences) will impact your grade in this area.

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.

Week 1 Introduction to the Class/Scope of the Holocaust/A Psychosocial Model of Genocide

- Readings: The psychology of bystanders, perpetrators, and heroic helpers in *Understanding Genocide*
- Week 2 Roots of the Holocaust/Anti-Semitism/Theories of Stereotyping, Prejudice, and Discrimination/Nationalism
Readings: Sacrificial lambs dressed in wolves' clothing: Envious prejudice, ideology, and the scapegoating of Jews in *Understanding Genocide*
 Group processes and the Holocaust in *Understanding Genocide*
 Opatow, S. (1990). Moral exclusion and injustice: An introduction. *Journal of Social Issues*, 46, 1-20.
 The nature of prejudice: What is the problem?, by G. Allport in *Psychology is Social*, edited by E. Krupat
 The ultimate attribution error: Extending Allport's cognitive analysis of prejudice, by Thomas Pettigrew in *The Social Animal*, edited by E. Aronson,
 Social circumstances and factors that incite the upsurge of nationalism, in *The Mass Psychology of ethnonationalism*, by D. Kecmanovic (optional)
- Week 3 A Culture in Crisis: Weimar Republic/Rise of Nazism: A Monolithic Culture/Germany Under the Nazis/German Jewish Life to 1939/Anti-Jewish Policies: First Steps down the Path to Genocide
Readings: Population and predators: Preconditions for the Holocaust from a control-theoretical perspective in *Understanding Genocide*
 What is a "Social-Psychological" account of perpetrator behavior? in *Understanding Genocide*
- Week 4 First Steps to Genocide (continued)
Readings: Steps along a continuum of destruction: Perpetrators and bystanders, in *The Roots of Evil: The Origins of Genocide and Other Group Violence*, by E. Staub
 Authoritarianism and the Holocaust: Some cognitive and affective implications in *Understanding Genocide*
 Perpetrator behavior as destructive obedience in *Understanding Genocide*
- Week 5 Hitler's Eugenics Theory - A Rationale for Genocide/Non-Jewish Groups Targeted/Bystander Behavior
Readings: Eugenics and Nazi race theory in practice, by George Mosse in *The History and Sociology of Genocide*, edited by F. Chalk & K. Jonassohn,
 A mosaic of victims: Non-Jewish victims of Nazism, in *Witness to the Holocaust*, edited by M. Berenbaum pp. 102 - 111
 The abandonment of the Jews, by D. Wyman in *The Holocaust*, edited by D. Niewyk (optional)
 Opinions and social pressure, by S. Asch in *The Social Animal*, edited by E. Aronson
 "Mastering the past": Germans and Gypsies, by G. Tyrnauer in *The History and Sociology of Genocide*, edited by F. Chalk & K. Jonassohn, (optional)
- Week 6 The Path Towards Genocide: Ghettoization, Concentration Camps, Slave Labor
 Response Paper I Due
- Week 7 The Path Towards Genocide (continued)/ Genocide: Einsatzgruppen, Operation Reinhard Camps, Auschwitz
Readings: One day in Jozefow: Initiation to mass murder, by C. Browning in *Lessons and Legacies*, edited by P. Hayes
 The Einsatzgruppen, in *Witness to the Holocaust*, edited by M. Berenbaum
 Babi Yar, in *Witness to the Holocaust*, edited by M. Berenbaum
 Hitler's plan to exterminate the Jews, in *Witness to the Holocaust*, edited by M. Berenbaum
- Week 8 Genocide (continued)
 Response Paper II Due/Midterm

- Week 9 Resistance and Rescue
Readings: Forms of Jewish resistance, by Y. Bauer in *The Holocaust*, edited by D. Niewyk
 Victims, perpetrators, bystanders, and rescuers in the face of genocide and its aftermath, by E. Fogelman in *Genocide, War, and Human Survival*, edited by C. Strozier & M. Flynn.
 In pursuit of Sugihara: The banality of good, by H. Levine in *Genocide, War, and Human Survival*, edited by C. Strozier & M. Flynn,
 The call to arms, in *Witness to the Holocaust*, edited by M. Berenbaum
 The Warsaw Ghetto uprising, in *Witness to the Holocaust*, edited by M. Berenbaum
- Week 10 Resistance and Rescue (continued)/ Perpetration of Genocide: Personality Factors/Perpetration of Genocide: Situational Factors
Readings: The Holocaust and the four roots of evil in *Understanding Genocide*
 Instigators of genocide: Examining Hitler from a social-psychological perspective in *Understanding Genocide*
 A study of prisoners and guards in a simulated prison, by C. Haney, C. Banks, & P. Zimbardo in *The Social Animal*, edited by E. Aronson
 Behavioral study of obedience by S. Milgram in *The Social Animal*, edited by E. Aronson
 The personality of the perpetrator in *Mass Hate*, by N. Kressel
- Week 11 Perpetration of Genocide (continued)/Torture: Perpetrators and Victims
Readings: Perpetrators with a clear conscience: Lying self-deception and belief change in *Understanding Genocide*
 Explaining the Holocaust: Does social psychology exonerate the perpetrators? in *Understanding Genocide*
 The psychology and culture of torture and torturers, by E. Staub in *Psychology and Torture*, edited by P. Suedfeld,
 Torture, in *At the Mind's Limit*, by J. Amery
- Response Paper III Due
- Week 12 Life on the Path to Genocide
Readings: The will to witness, in *The Survivor*, by T. Des Pres
 Excremental assault, in *The Survivor*, by T. Des Pres
 At the mind's limit, in *At the Mind's Limit*, by J. Amery
- Analysis Paper Due
- Week 13 Life on the Path to Genocide (continued)
Readings: Life in death, in *The Survivor*, by T. Des Pres
 Nightmare and waking, in *The Survivor*, by T. Des Pres
 Choiceless choices, in *Witness to the Holocaust*, edited by M. Berenbaum
- Week 14 Liberation/Beyond Survival: Life after the Holocaust
Readings: How much home does a person need, in *At the Mind's Limit*, by J. Amery
 Resentments, in *At the Mind's Limit*, by J. Amery
 Us and them, in *The Survivor*, by T. Des Pres
 Radical nakedness, in *The Survivor*, by T. Des Pres
- Response Paper IV Due
- Week 15 Beyond Survival (continued)
Readings: Epilogue: Social psychologists confront the Holocaust in *Understanding Genocide*
- Response Paper V Due
- Week 16 Final Exam

Psychology of Peace and Conflict
(PSYC 4600)

Texts:

Langholtz, H. J. (Ed.). (1998). *The psychology of peacekeeping*. Westport, CT: Praeger.

Fisher, R., Schneider, A. K. Borgwardt, E., & Ganson, B. (1997). *Coping With international conflict*. Upper Saddle River, NJ: Prentice-Hall.

Selected readings to be provided or placed on reserve in the library - each 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, and 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.

This course will be conducted as a seminar. As such, active student participation and ownership of the class is expected. Students will be responsible for both the presentation of material and discussion leadership.

Course Objectives and Outcomes:

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.

Class Meetings:

The class will meet [list applicable days and times]. As this is a seminar class, classroom attendance is mandatory. Class participation and discussion will greatly enhance your understanding of the material. Additionally, you and your fellow classmates are interdependent in a seminar course. A high level of commitment is necessary from everyone to guarantee optimal learning and benefit. As such, participation/discussion will constitute a percentage of your final grade.

Course Requirements:

Three exams, presentation of chapters and concepts, action memorandum (a specific conflict resolution, peacekeeping, peacemaking, peacebuilding plan), and class participation/discussion. Percent of Grade:

Examinations	45%
Presentation of Chapter/Concepts	15%
Action Memorandum	30%
Class Participation/Discussion	10%

Examinations: The three exams are designed to test for basic understanding of core concepts and ideas. They will cover material presented in class, readings, and discussion. Each exam will be worth 15% of your final grade.

Presentation of Chapters and Concepts: Students will accept responsibility for presenting the material associated with a chapter in one of the two texts. Students should not simply outline the chapter and lecture. Students can elect to use a variety of formats to introduce the concepts to the class including PowerPoint demonstrations, group exercises, analysis of a conflict highlighting the chapter concepts, and so forth. Your presentation will be worth 15% of your final grade.

Action Memorandum: The purpose of the action memorandum is to put into practice all of the various concepts discussed in class. The memo will consist of a written plan, addressed to a specific person who would be best able to facilitate your project. You will include with your memo background information, detail concerning the rationale for your plan, and reference information. In addition to your written project, you will present your action memo to the class. Be prepared to discuss your project and progress through the course of the semester both in class and via e-mail discussion group. This will enable you to receive feedback from your colleagues in class. Students will be working in teams. Teams and the selection of conflicts to be examined will be discussed the first week of class. The action memo and accompanying materials is worth 30% of your final grade.

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

Class Participation and Discussion: Please realize that your participation in this class is extremely important. As such, class participation will constitute 10 percent of your final grade. The class participation grade will derive from regular attendance and everyday discussion and analysis. Please be aware that skipping class (unexcused absences) will impact your grade in this area.

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.

Week 1	Introduction to the Class/Organize teams and examine current conflicts/The psychology of peacekeeping <u>Readings:</u> Chapter 1: The evolving psychology of peacekeeping (<i>PoP</i>) Chapter 1: Negotiation in the context of international conflict (<i>CWIC</i>)
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- Week 2-3 Prevention: To Avert Conflict or War
Readings: Chapter 2: Peace through economic and social development (*PoP*)
 Chapter 3: Early intervention: Prediction and action (*PoP*)
 Chapter 4: The psychology of diplomacy (*PoP*)
 Chapter 5: Cultural and ethnic issues of conflict and peacekeeping (*PoP*)
- Week 4 Thinking Like an Activist/Work in groups on projects and discuss with class
Readings: Chapter 2: Thinking like an activist (*CWIC*)
 Causes and implications of ethnic conflict, by M. Brown in *The Ethnicity Reader*,
 edited by M. Guibernau & J. Rex
- Week 5 Early Intervention/Understanding the Problem
Readings: Chapters 5: Insensitivity to the value of human life: A study of psychophysical
 numbing (*PoP*)
 Chapter 3 : Case study-- The Middle East (*CWIC*)
 Rouhana, N. N., & Bar-Tal, D. (1998). Psychological dynamics of intractable
 ethnonational conflicts: The Israeli-Palestinian case. *American Psychologist*, 53, 761-
 770.
- Week 6-7 Understanding the Problem (continued)
Readings: Chapter 4: Understanding partisan perceptions (*CWIC*)
 Chapter 5: The decision for the other side's point of view (*CWIC*)
 Chapter 6: The view from the bureaucracy (*CWIC*)
 Chapter 11: Peacekeeping and the psychology of conflict resolution (*PoP*)
- Exam I (Week 6)
- Week 8-9 Understanding the Task
Readings: Chapter 7: Personnel selection, preparation and training for UN peacekeeping
 missions (*PoP*)
 Chapter 8: Psychological aspects of peacekeeping on the ground (*PoP*)
 Chapter 9: Psychological ambiguities in peacekeeping (*PoP*)
- Week 10 Understanding the Task (continued)
Readings: Chapter 7: Case study on arms control (*CWIC*)
 Chapter 8: Understanding the human dimension (*CWIC*)
 Chapter 9: Building a productive framework for negotiation (*CWIC*)
- Week 11 Idea Generation/Work in groups on projects and discuss with class
Readings: Chapter 10: Solving the inventing problem (*CWIC*)
 Chapter 11: Defining our purpose and strategy (*CWIC*)
 Chapter 16: Selecting a point of choice (*CWIC*)
- Exam II
- Week 12 Putting Ideas to Work
Readings: Chapter 12: Case study - The bombing campaign of Vietnam (*CWIC*)
 Chapter 13: Analyzing threats and sanctions (*CWIC*)
 Chapter 14: Changing the demand (*CWIC*)
- Week 13 From Violence to a Durable Peace
Readings: Chapter 10: Humanitarian intervention, psychosocial assistance, and peacekeeping
 (*PoP*)
 Chapter 12: Creating a durable peace: Psychological aspects of rebuilding and
 reforming the indigenous criminal justice system (*PoP*)
 Diplomacy, Negotiation, and peaceful settlement, by D. Barash in *Teaching About
 International Conflict and Peace*, edited by M Merryfield & R. Remy
- Week 14 From Violence to a Durable Peace (continued)

Readings: Chapter 13: The psychological consequences of mines left behind following a conflict (PoP)
Chapter 14: Postconflict peacebuilding and making efforts count: Reconstruction, elections, and beyond (PoP)
Chapter 17: Finding a "yesable" proposition (CWIC)

Week 15 From Violence to a Durable Peace (continued)

Readings: Chapter 15: Forgiveness, reconciliation, and the contribution of international peacekeeping (PoP)
Chapter 16: The peace process at its culmination: The reconciliation elections (PoP)
Chapter 17: Treating the new world disorder (PoP)
Breaking the cycle of genocidal violence: Healing and reconciliation, by E. Staub in *Perspectives on loss: A sourcebook*, edited by J. H. Harvey

Week 16 Final Exam/Final Presentations

Psychosocial Perspectives on Terrorism (PSYC 2000)

Texts:

Hoffman, B. (1998). *Inside terrorism*. New York: Columbia University Press.

Reich, W. (Ed.). (1998). *Origins of terrorism: Psychologies, ideologies, theologies, states of mind*. Baltimore, MD: John Hopkins University Press.

September 11 and beyond: Prentice Hall authors speak out (2002). Upper Saddle River, NJ: Prentice Hall.

Selected readings to be provided or placed on reserve in the library - each noted below.

Course Description:

On September 11, 2001 many of us in the United States experienced for the first time the effects of terrorism. Terrorism is not a new phenomenon and many researchers have been struggling to understand the root causes and effects of terrorism. In this class, we will examine the psychosocial roots and impact of terrorism. We will examine the "why" of terrorism. Are terrorists psychopaths? Are terrorists just inherently evil? Or is the issue much more complex than this, particularly when we take into consideration a variety of partisan perspectives? Within this context, we will examine the various types of terrorism such as religious, state-sponsored, and individual acts of terrorism.

During the class we will also examine the impact of terrorism on many levels from the individual to national level. We will discuss topics related to the personal experience of trauma due to terrorism, such as normal emotional reactions to personal attack, PTSD, grief, coping, and the challenge to just world thinking. On a group level we will examine broader issues such as stereotyping, in-group/out-group behaviors, moral exclusion, displacement of aggression, nationalism, propaganda, and dehumanization.

Course Objectives and Outcomes:

1. Objectives: To examine the question of "What is terrorism?" As part of that examination, we will evaluate the problems associated with defining terrorism.
Outcomes: Students will be able to articulate the problems surrounding a definition of "terrorism" and discuss the various factors common to most nongovernmental and governmental definitions.
2. Objectives: To become familiar with the various forms of terrorism including individual, religious, ideological, and state-sponsored terrorism.
Outcomes: Students will be able to discuss each of the different types of terrorism and provide examples of each. Students will be able to articulate the similarities and differences between the varying types of terrorism.

3. Objectives: To explore and evaluate the various cultural factors which may play a role in the promotion of terrorism including poverty, desperation, fanaticism, political influence, globalization, economic development, greed, and war. These cultural factors will also be examined from the perspective of partisan perceptions.
Outcomes: Students will be able to discuss the role of various cultural factors such as poverty, desperation, fanaticism, political influence, globalization, economic development, greed and war in the development of terrorism. Through an examination of partisan perceptions, students will be able to discuss strategies aimed at prevention of terrorism.
4. Objectives: To examine the underlying group factors behind terrorism such as intergroup polarization, within-group glorification, moral exclusion, the power of the situation, nationalism, and partisan perceptions. We will evaluate the research concerning these factors and evaluate the appropriateness of applying these concepts to instances of both domestic and international terrorism.
Outcomes: Students will be able to discuss the interaction of group factors that play a potential causative role in both domestic and international terrorism. Students will be able to discuss the research related to these group factors and discuss the usefulness and limitations of this research as applied to terrorism.
5. Objectives: To explore the question of what motivates an individual terrorist to commit an act of terrorism. We will look at questions such as "Is there a terrorist psychology?" and "What motivates a suicide bomber?" and examine what enables individuals to perpetrate acts of terrorism.
Outcomes: Students will be able to articulate the primary psychological and sociological theories related to the perpetration of mass violence and terrorism. Students will also be able to discuss the research on topics such as obedience, conformity, diffusion of responsibility, and bystander behavior. Students will be able to relate these theories and topics to varying types of terrorism. Students will also be able to discuss the problems associated with the use of the term "suicide bomber."
6. Objectives: To evaluate the multifaceted role of the media and its effects on victims of terrorist attacks, groups which promote terrorism, bystanders to terrorism, and the elite from all sides.
Outcomes: Students will be able to discuss the symbiotic relationship shared by the media and terrorists and the impact of that relationship on victims, perpetrators, bystanders, and the decision-making elite.
7. Objectives: To examine the psychological impact of terrorism on victims and witnesses and the various treatment strategies needed to facilitate recovery from trauma.
Outcomes: Students will be able to discuss the research related to the psychological impact of terrorism on individuals, groups, and cultures. Additionally, students will be able to outline various treatment approaches for the treatment of various forms of terrorism.
8. Objectives: To explore and evaluate the broader strategies for group and cultural recovery from terrorism particularly those strategies that facilitate the promotion of peace and tolerance for diversity.
Outcomes: Students will be able to discuss the primary strategies of deterrence, backlash, and reform as they relate to terrorism prevention and response. Students will be able to articulate the problems and perceived benefits associated with common military strategies of counter-terrorism. Students will also be able to discuss the problems and concerns surrounding the use of criminal courts and truth commissions as they relate to terrorism. Students will be able to address the issues of forgiveness, reconciliation and reconstruction as it relates to recovery from terrorist attacks. Students will address the problems inherent in a particular post terrorism situation both generally and specifically.
9. Objectives: To provide students with the opportunity to engage in psychosocial analyses of a particular instance of terrorism and another topic of interest to the student related to terrorism.
Outcomes: Students will be able to write a paper analyzing a case of terrorism not discussed in class or the text and will also present information of interest to the student to the class related to terrorism.
10. Objectives: To further develop students' written and oral presentation skills. To provide students the opportunity to learn additional presentation skills specifically those related to poster presentations.
Outcomes: Students will be able to read the current research literature related to terrorism and be able to communicate this information in both written and oral presentation format including a poster presentation.

Class Meetings:

The class will meet on [list applicable days and times]. Classroom attendance and class discussion will greatly enhance your understanding of the material presented in this class. Also, material will be presented that is not in any of the books and class participation/discussion will constitute a percentage of your final grade.

This course will be challenging for several reasons. First, it entails a fair amount of reading. If this is to be a good class, it is essential for everyone to do the reading, come to class, and be prepared to participate in the discussion. Second, this course is difficult because of its almost unrelieved concentration on human suffering and extreme, deliberately inflicted cruelty; the information presented in this class is difficult to read and difficult to discuss. There will be opportunities for class members to discuss thoughts and feelings that arise during the course.

Course Requirements:

Two exams, an analysis paper analyzing an instance of terrorism, group poster projects, and class participation/discussion are required for this course. Percent of Grade:

Examinations	60%
Analysis Paper	20%
Group poster projects	10%
Class Part./Disc.	10%

Examinations: The exams are designed to test for an understanding of the terms, theories, ideas, and historical events related to terrorism as presented in text, readings, lecture, and discussion. The exams will include multiple choice, matching, short answer, and essay. Exams will be worth 60 percent of your final grade. Makeup policy: All exams must be taken on the date scheduled. In case of an emergency, the instructor must be notified. No make-up exams will be given if you fail to notify and discuss your situation with the instructor. It is up to the instructor's discretion whether to offer or not offer a make-up exam. Please note that no extra credit work will be made available to make-up for a poor test grade.

Analysis Paper: The purpose of the analysis paper is to provide you, the student, with the opportunity to explore an instance of terrorism, in depth. Conduct a search of news articles on Lexus-Nexus using the term terrorism. You may decide to narrow your search by including alternate terms or phrases which focus on a particular area of the world (e.g., Ireland.), a particular religious or ideological perspective (e.g., Christian Patriots), or a specific issue (e.g., anti-abortion). Select a set of articles that represents an instance of the above and use this as a basis to research this issue in more depth. Be sure to gather historical and cultural information as well as gather as much information concerning the current events as possible. You should gather information from books, journal articles, and governmental resources. Once you have gathered your data, write an analysis of the situation using the various psychosocial constructs as discussed in class. For example, be sure to include a discussion of cultural, group, and individual factors; a discussion and evaluation of possible motives and partisan perceptions; a discussion of the role of the media; an overview of the impact on victims; and a discussion of strategies being taken for individual and cultural recovery. In other words, I want a coherent synopsis and analysis of a specific instance of terrorism from a psychosocial perspective. All topics must be approved by the instructor in writing. Submit a paragraph outlining your ideas and provide a list of primary sources to be used in your paper by [applicable date]. The term paper is worth 20 percent of your final grade. Deadline for acceptance of papers is [applicable date].

Group poster projects: Group poster projects: Students, in groups, will be required to put together a poster for presentation to the class concerning terrorism. There is a great deal of flexibility on the topic but ALL topics must be approved by the instructor. This will provide you the opportunity to explore another topic related to terrorism from a psychosocial perspective. For example, you might want to focus on the structure and functioning of a particular type of terrorist group or the psychological factors impacting victims of a specific type of terrorist attack. Specifics about how to put together a poster presentation will be discussed in class. Note that use of Power Point can facilitate the creation of a poster presentation as the information can easily be printed out for display. Some general information concerning poster presentations can be found at What is a Poster? The group poster project will be worth 10 percent of your final grade.

Class Participation & Discussion: Please realize that your participation in this class is extremely important. As such, class participation will constitute 10 percent of your final grade. The class participation grade will derive from regular attendance and everyday discussion and analysis. Please be aware that skipping class (unexcused absences) will impact your grade in this area.

Course Outline:

For the readings below, the abbreviation of *IT* will be used to represent *Inside Terrorism* and *OoT* will be used to represent *Origins of Terrorism*.

Optional readings are provided as a starting point for those who want to learn more about specific topics discussed in class.

Weeks 1-2 Introduction to class/What is terrorism?/Types of terrorism
Readings: Defining terrorism - Chapter 1, *IT*

Weeks 3-4 Cultural roots and factors associated with terrorism
Readings: Religion and terrorism - Chapter 4, *IT*
Woolf, L. M., & Hulsizer, M. R. (2002/2003). Intra- and inter- religious hate and violence: A psychosocial model. *Journal of Hate Studies*, 2, 5-26.
Terrorism in democracies: Its social and political bases - Chapter 6, *OoT*
Sacred terror - Chapter 7, *OoT*
Bailey, G. (2002). The globalization process and terrorism from an anthropological perspective. From Wadsworth, *Terrorism: An interdisciplinary perspective Web site*: http://wadsworth.com/shared_features/popups/terrorism/booklet.html
Pilisuk, M. (2001). Globalism and structural violence. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century* (pp. 149-157). Upper Saddle River, NJ: Prentice Hall.

Optional: Ethno-nationalist/separatist terrorism - Chapter 2, *IT*
The internationalization of terrorism - Chapter 3, *IT*
The psychopolitical formation of extreme left terrorism in a democracy - Chapter 5, *OoT*
Druckman, D. (2001). Nationalism and war: A social-psychological perspective. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century* (pp. 49-65). Upper Saddle River, NJ: Prentice Hall.

Weeks 5-7 The power of the group and situation
Readings: Terrorist psycho-logic - Chapter 2, *OoT*
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* (pp. 289-301). Washington, DC: American Psychological Association.
Rouhana, N. N., & Bar-Tal, D. (1998). Psychological dynamics of intractable ethnonational conflicts: The Israeli-Palestinian case. *American Psychologist*, 53, 761-770.

Optional: Haney, C., Banks, C., & Zimbardo, P. (1973). Interpersonal dynamics in a simulated prison. *International Journal of Criminology & Penology*, 1, 69-97.
Zimbardo's Prison Study Slide Show (n.d.). <http://www.prisonexp.org/>
Milgram, S. (1984). Behavioral study of obedience. *Journal of Abnormal & Social Psychology*, 67, 371-378.
Asch, S. (1956). Opinions and social pressure. *Scientific American*, 193, 31-35.
Opatow, S. (1990). Moral exclusion and injustice: An introduction. *Journal of Social Issues*, 46, 1-20.
Erikson, K. (1998). On pseudospeciation and social speciation. In C. Strozier & M. Flynn (Eds.), *Genocide, war, and human survival* (pp. 51-57). Lanham, MD: Rowman & Littlefield.
Kecmanovic, D. (1996). Social circumstances and factors that incite the upsurge of nationalism. In D. Kecmanovic, *The mass psychology of ethnonationalism* (pp. 79-95). New York: Plenum Press.

Analysis Paper Topics Due

Weeks 8-9 Individual motivations and factors

Readings: The moral logic of Hezbollah - Chapter 8, *OoT*
Mechanism of moral disengagement - Chapter 9, *OoT*
The readiness to kill and die - Chapter 10, *OoT*
Understanding terrorist behavior - Chapter 14, *OoT*

EXAM I

Weeks 10-11 Terrorism and the media/The role of the elite

Readings: Terrorism, the media, and public opinion - Chapter 5, *IT*
Hostage taking, the presidency, and stress - Chapter 11, *OoT*
Taking vows - Chapter 12, *OoT*
Conway, L. G., Suedfeld, P., & Tetlock, P. E. (2001). Integrative complexity and political decisions that lead to war and peace. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century* (pp. 66-75). Upper Saddle River, NJ: Prentice Hall.

Weeks 12-13 Psychosocial effects of terrorism/Treatment and recovery

Readings: Gates, D. (2002). Living a new normal. In M. Truman (Ed.), *September 11: Readings for writers* (pp. 30-40). New York: Longman.
Wessels, M., & Monteiro, C. (2001). Psychosocial Interventions and post-war reconstruction in Angola: Interweaving Western and traditional approaches. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century* (pp. 262-276). Upper Saddle River, NJ: Prentice Hall.
American Red Cross (2001). *Terrorism - Preparing for the unexpected*. From American Red Cross Web site:
<http://www.redcross.org/services/disaster/keepsafe/terrorism.pdf>
American Psychological Association (2001). *Coping with terrorism*. From American Psychological Association Web site: <http://helping.apa.org/daily/terrorism.html>
American Psychological Association (2001). *Managing traumatic stress: Tips for recovering from disasters and other traumatic events*. From American Psychological Association Web site: <http://helping.apa.org/daily/traumaticstress.html>

Weeks 14-15 Towards peace and tolerance

Readings: Staub, E. (1998). Breaking the cycle of genocidal violence: Healing and reconciliation. In J. H. Harvey (Ed.), *Perspectives on loss: A sourcebook* (pp. 231-238), J. H. Harvey (Ed.), Hants, UK: Taylor & Francis.
Wessells, M., Schwebel, M., & Anderson, A. (2001). Psychologists making a difference in the public arena: Building cultures of peace. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology for the 21st century* (pp. 350-362). Upper Saddle River, NJ: Prentice Hall.

Optional: Gallagher, T. (2001). The Northern Ireland conflict: Prospects and possibilities. In D. Chirot & M. E. P. Seligman (Eds.), *Ethnopolitical warfare: Causes, consequences, and possible solutions* (pp. 205-214). Washington, DC: American Psychological Association.
Lustick, I. S. (2001). Control and the stability of Jewish-Arab Relations in Israel. In D. Chirot & M. E. P. Seligman (Eds.), *Ethnopolitical warfare: Causes, consequences, and possible solutions* (pp. 215-232). Washington, DC: American Psychological Association.

Analysis Paper Due

Week 16 Final Exam/Poster Presentations

IV. Videotape Suggestions on Selected Topics

Conflict, Genocide, and Terrorism

Beyond Rangoon - Fictionalized account of a woman's experiences in Burma during the pro-democracy uprising in 1988 and the military's violent response.

The 11th of September: Moyers in Conversation - Bill Moyers interviews notable individuals such as genocide scholar and psychiatrist Robert Lifton, religion professor Diana Eck, Afghan-American writer Tamim Ansary, and others from various disciplines on their thoughts related to the attacks of September 11th, 2001.

From the Killing Fields - Documentary concerning the Cambodian genocide of 1975-79. Includes interviews with Prince Norodom Sihanouk, U.S. military servicemen and commanders.

Gaza Strip - Film chronicling the daily life of Palestinians in Gaza under Israeli occupation.

The Killing Fields - Academy award winning movie documenting the events as they unfolded in Phnom Penh in 1975 and Dith Pran's experiences in the Cambodian "killing fields."

Missing - Fictionalized account of the "disappearances" of a writer and filmmaker during a South American (Chile) military coup.

Moving the Mountain - Film concerning the democracy movement and the Tiananmen Square uprising.

One Day in September - Documentary concerning the terrorist attack on the 1972 Olympics in Munich. Highlights the symbiotic relationship between the media and terrorist activities.

Regret to Inform - Documentary highlighting the experiences of American and Vietnamese women who lost their husbands during the war in Vietnam.

Rwanda: Forsaken Cries - Amnesty International documentary. Includes historical background information, interviews with survivors, and discussions of refugee concerns, mass rape, and human rights. Available through <http://www.amnesty-usa.org/> and includes instructor's manual.

The Terrorist - Inspired by the events surrounding the assassination of Indian Prime Minister Rajiv Gandhi, *The Terrorist* focuses on the making of a suicide bomber in the days immediately prior to a terrorist attack.

The Triumph of Evil (Frontline) - A documentary concerning the Rwandan genocide. Includes interviews with U.S. and U.N officials highlighting the results of the decision not to intervene.

Valentina's Nightmare (Frontline) - A documentary examining the Rwandan genocide by focusing on the experiences of a 13-year-old girl who hid among the corpses of her family and neighbors.

While America Watched: The Bosnia Tragedy - A documentary outlining events as they occurred in Bosnia and the media's role in the eventual U.S. involvement.

The Holocaust

America and the Holocaust: Deceit and Indifference - Documentary highlighting anti-Semitism and other factors in the United States which ultimately led to blocked efforts to rescue Jews from the Holocaust.

Assignment Rescue: The Story of Varian Fry and the Emergency Rescue Committee - Documentary highlighting the work of Varian Fry, the American responsible for the rescue of over 2000 Jews.

The Grey Zone - Film dramatizing the daily life of the sonderkommando, the men who worked in the crematoria and gas chambers, at Auschwitz.

Hitler: The Road to Power - Chronicles the early years of Hitler's rise to power. Includes the Treaty of Versailles, the Beer Hall Putsch, the birth of the Nazi Party, and Hitler's rise to Chancellor.

The Holocaust: In Memory of Millions (USHMM) - Chronicles the Holocaust from the rise of Nazism to liberation. Includes archival footage, survivor testimony, and analysis.

Into the Arms of Strangers: Stories of the Kindertransport - Academy Award winning documentary chronicling the rescue of 10,000 Jewish children via the kindertransports to England.

Josef Mengele: Medical Madman of Auschwitz - A & E Biography of Dr. Josef Mengele.

The Last Days - Documentary tracing the experiences of five Hungarian Holocaust survivors who fell victim to Hitler's brutal war against the Jews during the final days of WWII. A Shoah Visual History Foundation film.

Liberation 1945: Testimony (USHMM) - Eyewitness accounts of both survivors and liberators of the concentration camps in Nazi Europe.

The Longest Hatred - Part 1, "From the Cross to the Swastika" traces anti-Semitism from the period of early Christianity to the Holocaust.

The Long Way Home - Winner of the 1997 Academy Award for Best Documentary Feature. Traces the period from liberation to the founding of the State of Israel. Chronicles the difficulties experienced by survivors, post-liberation, and life in the displaced persons' camps.

The Lost Children of Berlin - Documentary chronicling the return of fifty former students to their school, the last Jewish school in Berlin shut down by the Gestapo. These former students discuss their experiences during the early rise of Nazism and Kristallnacht and their experiences during the Holocaust.

Nazi Medicine: In the Shadow of the Reich - Documentary outlining the role of racial theory and eugenics' principles in Nazi Medicine and other parts of the world. Beginning with the sterilization program, the video highlights the euthanasia project, the death camps, and human experimentation.

The Nazis: Nazi War Crimes - Soviet propaganda war film. However, it has some good footage and survivor accounts of experiences at Babi Yar.

Night and Fog (French with English subtitles) - Classic documentary regarding the concentration camps.

One Survivor Remembers - Academy Award for Best Documentary Short Film. Account of Gerda Weissmann Klein's experiences during the Holocaust. Includes her account of work in slave labor camps, the death marches, and liberation.

Paragraph 175 - Documentary concerning the persecution of homosexuals under Nazism.

Stand Firm - Documentary highlighting the persecution of Jehovah's Witnesses by the Nazis and the Witnesses' efforts through passive resistance to speak out against Nazi oppression.

Survivors of the Holocaust - Survivor interviews combined with archival footage chronicle life in pre-war Europe, the Holocaust, liberation, and life fifty years later. A Shoah Visual History Foundation video.

Triumph of the Will (German with English subtitles) - Documentary by Leni Riefenstahl records the Nazi Nuremberg rally of 1935. Viewed by many as the most effective propaganda film ever made.

Wallenberg: Between the Lines - Through interviews, archival footage, and historic documents, this video recounts the work of Swedish diplomat Raoul Wallenberg and his efforts that led to the rescue of thousands of Jews.

The Wonderful, Horrible Life of Leni Riefenstahl - Documentary of the life of Leni Riefenstahl creator of the film *Triumph of the Will*. While the documentary chronicles her life to the present, for the class her discussion of her role during the Nazi era and the making of the film are most relevant.

Intolerance and Hatred in the United States

Blood in the Face - Documentary concerning the far right movement in the United States. Includes archival footage and interviews concerning the Ku Klux Klan, American Nazi Party, and Aryan Nation.

Hate Groups U.S.A. - BBC and Discovery Channel film examining the proliferation of hate groups and their relation to domestic terrorism within the United States.

The Shadow of Hate: A history of intolerance in America - Excellent video examining hate and intolerance in the United States. Packet includes illustrated text, the Southern Poverty Law Center's *Us and Them* booklet examining episodes of intolerance and a teacher's guide. See URL for the Southern Poverty Law Center in following section on Internet Resources ("Prejudice and Intolerance") for information on how to obtain the video.

V. Internet Resources on Selected Topics

Web Sites by Topic

Holocaust and Genocide Studies

The Australian Institute for Holocaust and Genocide Studies: <www.aihgs.com/newccgs.html>

Center for the Study of the Holocaust, Genocide, and Human Rights:
<www.webster.edu/~woolfm/cshghr.html>

Cybrary of the Holocaust: <www.remember.org/>

The Genocide Research Project: <www.people.memphis.edu/~genocide/indlink.htm>

Holocaust/Shoah Educational Projects/Resources: <www.igc.apc.org/ddickerson/education.html>

I*EARN Holocaust/Genocide Project: <www.earn.org/>

Nizkor: A Holocaust Remembrance: <www.nizkor.org/>

Rudolph Rummel Home Page: Freedom, Democracy, Peace; Power, Democide, and War:
<www.hawaii.edu/powerkills>

Simon Wiesenthal Center: <www.wiesenthal.com/>

Survivors of the Shoah Visual History Foundation: <www.vhf.org/>

A Teacher's Guide to the Holocaust: Books: <<http://fcit.coedu.usf.edu/holocaust/resource/books.htm>>

The U.S. Holocaust Museum: <www.ushmm.org/index.html>

Web Genocide Documentation Centre—Internet Resources on Genocide and Mass Killings:
<www.ess.uwe.ac.uk/genocide.htm>

Women And The Holocaust: <www3.sympatico.ca/mighty1>

Yad Vashem Home Page: <www.yad-vashem.org.il/>

Additional Holocaust and Genocide Studies Links and Bibliography:
<<http://www.webster.edu/~woolfm/holocaust.html>>

Human Rights

Amnesty International: <www.amnesty.org/>

The Carter Center: <www.cartercenter.org/>

Center for Women's Global Leadership: <www.cwgl.rutgers.edu>

DIANA: An International Human Rights Database: <www.umn.edu/humanrts/>

Derechos Human Rights: <www.derechos.org/>

Hatewatch: An Educational Resource Combating Online Bigotry: <www.splcenter.org/intel/hatewatch>

The Hate Directory: Hate Groups on the Internet compiled by Raymond A. Franklin:
<www.bcpl.lib.md.us/~rfrankli/hatedir.htm>

Human Rights Internet: <www.hri.ca>

Human Rights Watch: <www.hrw.org/>

International Helsinki Federation: <www.ihf-hr.org>

Minnesota Advocates for Human Rights: <www.mnadvocates.org>

United Nations Human Rights Page: <www.un.org/rights>

Women's Human Rights Net: <www.whrnet.org>

World Organization Against Torture: <<http://www.omct.org>>

Peace and Conflict

Centre for Peace and Conflict Studies: <www.arts.usyd.edu.au/Arts/departs/cpacs/>

Exploring Global Conflict: An Internet Guide to the Study of Conflict:
<www.uwm.edu/Dept/CIS/conflict/congeneral.html>

Internet Resources on Peace, Conflicts and International Women's Human Rights (Phyllis Holman Weisbard): <www.library.wisc.edu/libraries/WomensStudies/peace.htm>

Peace and Conflict - The Home of Peace Studies on the World-Wide Web:
<<http://csf.Colorado.EDU/peace/>>

Peace Education Commission: <www.uwm.edu/Dept/Peace/pec.html>

Society for the Study of Peace, Conflict, and Violence: Peace Psychology (Div. 48, APA):
<<http://www.peacepsych.org>>

The United States Institute of Peace: <www.usip.org/>

The WWW Virtual Library: International Affairs Resources: Peace, Conflict Resolution, and International Security: <www.etoyn.edu/vl/peace.html>

United Nations (UN): <www.un.org>

United Nations Educational, Scientific and Cultural Organization (UNESCO): <www.unesco.org/>

United Nations High Commissioner for Refugees: <www.unhcr.ch/>

Women's International League for Peace and Freedom: <www.wilpf.org/>

Additional Peace and Conflict Links: <www.webster.edu/~woolfm/peacelinks.html>

Prejudice and Intolerance

The Society for the Psychological Study of Social Issues (see Teaching Materials Program):
<https://www.spssi.org/teach_cc.html>

The Southern Poverty Law Center (see Teaching Resources sub-page): <www.splcenter.org/>

Discussion Lists

H-Genocide Discussion List: To subscribe go to <http://www.h-net.org/~genocide/>

H-Holocaust Discussion List: To subscribe go to <http://www.h-net.msu.edu/~holoweb/>

Peace Discussion List: To subscribe send the message "SUBSCRIBE PEACE your name" without the quotation marks to majordomo@csf.colorado.edu

Peace Education Commission Discussion List: To subscribe, send the message "subscribe space your name" without the quotation marks to listserv@csd.uwm.edu

Peace Psychology Discussion List: To subscribe, send a message to majordomo@lists.webster.edu, and in the body of the message, include the words "subscribe peacepsych"

VI. Additional Resources for Educators

Annotated List of Curriculum and Teaching Guides

Albrecht, T. L., & Nelson, C. E. (2001). Teaching the Holocaust as an interdisciplinary course in psychology. *Teaching of Psychology, 28*, 289-291.

Interesting article describing the structure and content of a course examining the psychosocial roots of mass prejudice and the Holocaust.

Apsel, J., & Fein, H. (Eds.). (2002). *Teaching about genocide: An interdisciplinary guidebook with syllabi for college and university teachers* (2nd ed.). Washington, DC: American Sociological Association.

Fabick, S. (1997). *Us & them: The challenge of diversity*. Michigan Psychologists for Social Responsibility, c/o Steve Fabick, 250 Martin Street, Suite 209, Birmingham, MI 48009-3383.

Manual of workshop materials designed to address the issue of "us & them" and the "challenge of diversity." Manual provides lecture outlines and other related materials, structured exercises and activities, and follow-up information. Excellent packet of materials.

Forcey, L. R., & Harris, I. M. (1999). *Peacebuilding for adolescents: Strategies for educators and community leaders*. New York: Peter Lang.

Much of this volume consists of essays concerning school violence. However, it also includes some important articles addressing issues of peace and conflict education.

Klare, M. T. (Ed.). (1994). *Peace and world security studies: A curriculum guide*. Boulder, CO: Lynne Rienner.

Designed for college and university faculty. Includes essays concerning peace, conflict, and teaching methods. Includes numerous syllabi related to specific topics.

Merryfield, M. M., & Remy, R. C. (1995). *Teaching about international conflict and peace*. Albany, NY: State University of New York Press.

For those just beginning to teach in the area of international peace and conflict, this text provides essays covering a broad range of topics, appendices full of resources, and two chapters focused on teaching methodology. Principally geared towards secondary social studies teachers, it is still a valuable resource for those teaching undergraduates.

Salomon, G., & Nevo, B. (Eds.). (2002). *Peace education: The concept, principles, and practices around the world*. Mahwah, NJ: Erlbaum.

Excellent book examining all aspects of peace education from the underlying concepts and issues involved in peace education to peace education and practice with specific populations. A must for any peace educator or individual who teaches peace through an analysis of conflict.

Society for the Psychological Study of Social Issues (SPSSI) - Teaching Materials Program:
<https://www.spssi.org/teach_cc.html>

The Society for the Psychological Study of Social Issues maintains a curriculum collection concerning prejudice and intergroup relations. Includes syllabi, classroom activities, reading lists, and video suggestions. Materials can be accessed through the URL provided above.

Totten, S., & Feinberg, S. (Eds.). (2001). *Teaching and studying the Holocaust*. Needham Heights, MA: Allyn & Bacon.

A broad range of topics are included in this edited text from using primary documents and first-person accounts when teaching about the Holocaust to incorporating the use of the Internet, film, music, drama, and art into a course concerning the Holocaust.

United States Holocaust Memorial Museum (1999). *Teaching about the Holocaust: A resource book for educators*. Washington, DC: United States Holocaust Memorial Museum.

Resource book for educators at all levels from primary grades through adult education. Includes background information, teaching guidelines, annotated bibliography and videography, information on children and the Holocaust, and an extensive chronology.

Professional Organizations for Psychologists and Student Affiliates

Interamerican Society of Psychology
Wanda C. Rodriguez Arocho
Universidad de Puerto Rico
P.O. Box 23345
San Juan, PR 00931-3345
<<http://www.sip-99.org.ve/>>

International Council of Psychologists
Kay C. Greene, Secretary-General
ICP Secretariat
30 Waterside Plaza
Suite 13E
New York, NY 10010-2630.
<<http://members.tripod.com/icpsych>>

International Psychology, Division 52
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242, USA
<<http://www.tamu-commerce.edu/orgs/div52/>>

Psychologists for Social Responsibility (PsySR)
2607 Connecticut Ave, NW
Washington, DC 20008 USA
<<http://www.psyr.org/>>

Psychologists for the Promotion of World Peace (PPOWP)
P.O. Box 744
Bayswater, Victoria, 3153, Australia

http://www.psychsociety.com.au/units/interest_groups/peace

Society for the Psychological Study of Social Issues (SPSSI)
SPSSI Central Office
P.O. Box 1248
Ann Arbor, MI 48103
<http://www.spssi.org>

Society for the Study of Peace, Conflict, and Violence: Peace Psychology (Division 48: Peace Psychology)
Administrative Office
50 First Street, NE
Washington, DC 2002-4242
<http://www.peacepsych.org/>