

## PSYCHOLOGY OF PEACEBUILDING AND RECONCILIATION

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*That since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.* (Preamble of UNESCO)

*Peace is not an absence of war, it is a virtue, a state of mind, a disposition for benevolence, confidence, justice.* (Baruch Spinoza)

### COURSE INTRODUCTION:

There are many university courses on conflict resolutions focused on the prenegotiation phase and on main strategies of productive negotiation process. However, eventually, many bitter conflicts come to the end and peace agreements are signed. Unfortunately it does not resolve all problems.

Millions of people in different parts of the world (the Balkans, Latin America, many African countries...) live in postconflict circumstances characterized by mistrust, insecurity, with old conflictive beliefs and bitter emotions toward former adversaries. This period of mere cease-fire can be called 'cold' or 'negative' peace. Such conditions are great obstacle to society progress in any direction. They, further, have negative impact to daily life of of those millions of people at many post conflict regions around the globe. This is certainly one very relevant social problem, and it have to be studied from the socio-psychological point of view, as well. In his inaugural speech after being appointed president of the International Society for Political Psychology in 2000, Ervin Staub made an appeal to his colleagues to focus their research primarily on those issues that could have direct realistic consequences. This course is one of the reactions to that appeal.

It is not so rarely in international politics and international history that very strong positive structural, political, economical, secure and other factors did not help in resolving conflicts. Let's mention only Oslo agreement from '93 which, unfortunately, did not bring peace to the people of the Middle East. What is necessary in each case is usually good will. And this is a psychological characteristic.

It is well known from Kurt Lewin Field theory and from many others that one's behavior is related both to one's personal characteristics and to the social situation in which one finds oneself. It is usually not possible to understand and explain political decisions and behavior without taking into account individual, psychological level of analysis. Psychological factors are not only factors, or not necessarily the most important in determination and explanation of political behavior. However, in many existing programs on problems like peacebuilding and reconciliation there is no attention to psychological elements at all, despite the fact that they are very important and sometimes even crucial, if we want to get a complete picture of the real state of affairs.

This course is prepared to fill that gap.

This course is mainly, but not only from psychological perspective. It is inescapable interwoven with other structural, political and legal factors. And, it is more sociopsychological than from point of view of individual psychology. It deals mainly with reconciliation as a global problem of a whole society and all its members, including, but not limited to direct victims and direct perpetrators.

The optimal length of the course is two semesters or two times per 14 weeks, with 90-minute (2x45) lectures and 90 minutes of associated classes per week. Since the course is relatively original in its content and methods, we decided not to make it totally structural, but rather to leave it flexible and open for adaptation for available time, audience needs and educational level, even interest (people from the Balkans versus American or West European students or people from the Middle East...). Anyway, this is university level course and can be implemented from undergraduate to PhD level. Topics will be the same for all students but level of wideness and deepness will depend on their study level. Therefore we propose three levels we refer on later in reading lists:

A – the most appropriate for relatively short 'Summer Universities', courses for NGO's activists, as a basic level for professionals from other fields like lawyers, historians, victimologists, journalists, and others who work with peacebuilding problems and want to better understand psychological side of the problems, for politicians, for first year students of psychology and for all undergraduate students from other disciplines: sociology, political science, law, etc.

B- appropriate level for final year undergraduates in psychology who have already introduced to the theories of personality, social psychology and other relevant psychological disciplines.

C- appropriate level for postgraduate and PhD students and others who want to specialize in the field of peacebuilding and reconciliation. Particular references from this level can be used on earlier levels

as further readings – for seminars, book reviews, class presentations and generally to improve their understanding of a particular phenomena. Students from this level are expected to prepare texts recommended for previous levels, as well.

Creating trust and understanding between former adversaries is one of the greatest possible challenges. However, it is necessary condition to ensure stable and lasting peace. What are necessary are constant people with vision and with deep understanding of existing problems, who will direct and lead their societies toward full-scale peace. The main purpose of this course is to make students competent to deeply understand problems of reconciliation and make them active public leaders in this process. Their understanding of many underlying important factors could be decisive force to break through fetters of hate, fear and mistrust toward fulfill genuine human aspirations: peace, freedom, human dignity and economic and social progress.

## ***COURSE OUTLINE:***

Block One - Framework
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### **Lecture 1: Concept of Reconciliation in Myths and Philosophy During the History**

#### ***Aims:***

- To present the widest historical framework of reconciliation concept and to explore the philosophical ancestors of contemporary form of reconciliation.
- To give importance to concept of reconciliation in historical perspective.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Discuss cogently the roots and origins of concept of reconciliation.
- Present historical and mythological examples of first reconciliation acts.
- Compare different philosophical positions regarding possibilities for reconciliation.

#### ***Readings:***

A & B level:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 53-58

C:

- Adelman, H. (2005.) Rule-Based Reconciliation. In A. Suhrke, E. Skaar and S. Gloppen (Eds.) *Roads to Reconciliation*, Lexington Books, London, pp. 309-314
- James, W. (1910.) The Moral Equivalent of War. *McClure's Magazine*
- Kant, I. *Perpetual Peace*. Can be found at:  
<http://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>
- Rousseau, J. J. *The Social Contract*. Can be found at:  
<http://www.constitution.org/jjr/socon.htm>
- Hobbes, T. *The Leviathan*. <http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html>

## Lecture 2: Concept of Reconciliation in Different Religious Traditions

### *Aim:*

- To introduce students with basic of main western and eastern religious traditions (Buddhistic, Hinduistic, Jewish, Christian and Islamic) regarding forgiveness and reconciliation.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Understand that all religious traditions have generous, majestic and dignified principles about understanding other people and be in peace with them.
- Distinguish between such principles and misuse and abuses of them - not-rarely during the history and today.
- Find some common human positive values preached among apparently very different religion.

### *Readings:*

A & B:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 58-63

C:

- Gopin, M. (2002.) *Holy War, Holy Peace. How Religion Can Bring Peace to the Middle East*. Oxford University Press
- Harakas, S. (2002.) Forgiveness and Reconciliation: An Orthodox Perspective. In R. G. Helmick, S. J. and Rodney Petersen (Eds.) *Forgiveness and Reconciliation. Religion, Public Policy, and Conflict Transformation*. Templeton Foundation Press, Philadelphia and London, pp. 51-80
- Volf, M (2002.) Forgiveness, Reconciliation, and Justice: A Christian Contribution to a More Peaceful Social Environment. In R. G. Helmick, S. J. and Rodney Petersen (Eds.) *Forgiveness and Reconciliation. Religion, Public Policy, and Conflict Transformation*. Templeton Foundation Press, Philadelphia and London, pp. 27-49

- *The Syndesmos Orthodox Resource Book on War, Peace and Nationalism*. On web site: <http://www.incommunion.org/>
- Collection of papers of different authors (1996.) *Ecumenical Dialogue on Reconciliation*. The Conference of European Churches, Geneva
- Appleby, R. S. (2000.) *The Ambivalence of the Sacred. Religion, Violence, and Reconciliation*. Rowman & Littlefield Publishers

### **Lecture 3: Social Circumstances and Psychological Mechanisms of Conflict Genesis**

#### ***Aims:***

- To explain important influence of situational and dispositional factors and their interaction in all kinds of human behavior, and especially their contribution to genesis of a conflict.
- To introduce main experiments and theories which explain human behavior predictors.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Understand particular and interactive influence of situational and dispositional factors on human behavior
- Identify main mechanism of beginning of crisis and involving people in normal circumstances undesirable behavior.
- Discuss social and personal factors which contribute to start of one particular conflict.

#### ***Readings:***

A:

- Mueller, J. (2000.): The Banality of 'Ethnic War': Yugoslavia and Rwanda, Paper presented at Annual Meeting of the American Political Science Association, Washington, DC
- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp.17-34

B:

- Zimbardo, P. G. (2004): A Situationist Perspective on the Psychology of Evil: Understanding How Good People are Transformed into Perpetrators. In A. G. Miller (Ed.), *The Social Psychology of Good and Evil*. Guilford Press, New York, pp. 21-50

C:

- Staub, E. (1989.) *Roots of Evil. The Origins of Genocide and Other Group Violence.* Cambridge University Press, New York
- Milgram, S. (1983.) *Obedience to Authority.* Harper Perennial
- Glenny, M. (1996.) *The Fall of Yugoslavia. The Third Balkan War.* Penguin Books
- Kelman, H.C, & Hamilton, V.L. (1989). *Crimes of Obedience: Toward a Social Psychology of Authority and Responsibility.* New Haven, CT: Yale University Press
- Denich, B. (2000.) Destruction of Multiethnicity in Yugoslavia: Media and Metamorphosis. In: Halpern, J. M. & D. A. Kideckel: *Neighbors at War. Anthropological Perspectives on Yugoslav Ethnicity, Culture and History.* Pensilvania State University Press
- Chirot, D. & M. E. P. Seligman (Eds.) (2001.) *Ethnopolitical Warfare. Causes, Consequences, and Possible Soulutions.* American Psychological Association, Washington

#### **Lecture 4: Psychological Factors in Explanations of Social Phenomena.**

##### ***Aims:***

- To understand relevance of psychological factors in explanation of social phenomena.
- To evince that societies do not exist separately from their members, and the meaning of one society can be understood only if we take into the account the cognitive-affective repertoire of its members.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Explain how cognitive and emotive component of many individuals constantly interact and produce great impact on social institutions and structure whole society.
- Assess the impact of personal characteristics of society members on social climate and social values.
- Critically apply principles of individual psychology to society and critically evaluate their limitations.

##### ***Readings:***

A & B:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp.35-52

C:

- Bar-Tal, D. (2000.) *Shared Beliefs in Society. Social Psychological Analysis*. Sage, Thousands Oaks. Chapter Two: A History of the Study of Shared Beliefs
- Himmelweit, H. T. & G. Gaskell (Eds.) (1990). *Societal Psychology*. Sage, Newbury Park
- Kelman, H.C. (1965.) Social-Psychological Approaches to the Study of International Relations: The Question of Relevance. In H. C. Kelman (Ed.) *International Behavior*. Holt, Rinehart and Winston, New York, pp. 565-607
- Kelman, H. C. (1965.) Social-Psychological Approaches to the Study of International Relations: Definition of Scope. In H. C. Kelman (Ed.) *International Behavior*. Holt, Rinehart and Winston, New York, pp. 3 -39
- Kelman, H. C. (1991.) A Behavioral Science Perspective on the Study of War and Peace. In R. Jessor (Ed.), *Perspectives on Behavioral Science: The Colorado Lectures*. Westview Press, Boulder, pp. 245-275
- Miller, A. G. (2005.) What Can the Milgram Obedience Experiments Tell Us About the Holocaust? Generalizing from the Social Psychology Laboratory. In A. G. Miller *The Social Psychology of Good and Evil*, Chapter 9, The Guilford Press, pp. 193-235
- Gromes, T. (2004.) Dangers of and to Democratization After Civil War. *Seventh International Seminar Democracy and Human Rights in Multiethnic Societies*, Konjic

## **Lecture 5: Structure and Characteristics of Intractable Conflicts**

***Aim:***

- To introduce and explain intractable conflicts and their characteristics.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Recognize conflicts as inevitable and not necessary negative phenomena in human communities
- Distinguish between tractable and intractable (which are prolonged and seems to be irreconcilable and self-perpetuating) types of conflicts
- Describe and explain features characterize intractable conflicts.

**Readings:**

A:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 68-71

B:

- Kriesberg, L (2001.) Changing Forms of Coexistence. In M. Abu-Nimer (Eds.) *Reconciliation, Justice, and Coexistence. Theory and Practice*. Lexington Books, London, pp. 47-63

C:

- Kriesberg, L. (1998.) Coexistence and the Reconciliation of Communal Conflicts. In E. Weiner (Ed.) *The Handbook of Interethnic Coexistence*. The Continuum Publishing Company, New York pp. 182-198
- Bar-Tal, D. (1998.) Societal Beliefs in Times of Intractable Conflict: The Israeli Case. *International Journal of Conflict Management*, 9, pp. 22-50
- Kriesberg, L. (1993.) Intractable Conflicts: A problem for Conflict Resolution. *Peace Review*, No. 4, pp. 417-21
- Kaplowitz, N. (1990.) National Self-Images, Perception of Enemies, and Conflict Strategies: Psychopolitical Dimensions of International Relations. *Political Psychology*, Vol. 11, No.1, pp. 39-81,
- Reychler, L. (1999.) Conceptual Framework. In L. Reychler & T. Paffenholz (Eds.) *Peacebuilding. A Field Guide*. Boulder, London
- Fisher, R. J. (2001.) Social-Psychological Processes in Interactive Conflict Analysis and Reconciliation. In M. Abu-Nimer (Eds.) *Reconciliation, Justice, and Coexistence. Theory and Practice*. Lexington Books, London, pp. 25-43

**Lecture 6: An Introduction to Reconciliation:**

***Aim:***

- To introduce students to the concept of reconciliation from the point of view important for this course, and its forms, aspects and elements.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Understand complexity of reconciliation and to distinguish between reconciliation as a goal – something to achieve and a process – means to achieve that goal.
- Appreciate different meanings of reconciliation to different people and varieties of its significance depends on culture and context.
- Distinguish between ideal and practical aspects of reconciliation.
- Describe main actors, main mechanisms and time management in processing reconciliation and to consider their interaction and mutual influence.

***Readings:***

A:

- Bloomfield, D., T. Barnes & L. Huysse (2003.) *Reconciliation After Violent Conflict. A Handbook*. International Idea, Stockholm, Chapter 1: Reconciliation: An Introduction, pp. 12-17 & Chapter 2: The Process of Reconciliation, pp. 19-32

B:

- Bar-Tal, D. (2000.) From Intractable Conflict Through Conflict Resolution to Reconciliation: Psychological Analysis. *Political Psychology*, Vol. 21, No 2, pp.351-366

C:

- Gloppen, S. (2005) Roads to Reconciliation: A Conceptual Framework. In A. Suhrke, E. Skaar and S. Gloppen (Eds.) *Roads to Reconciliation*, Lexington Books, London, pp. 17-53
- Skaar, E., S. Gloppen & A. Suhrke (2005.) Introduction. In A. Suhrke, E. Skaar and S. Gloppen (Eds.) *Roads to Reconciliation*. Lexington Books, London pp. 3-14

- Dwyer, S. (2003.) Reconciliation for Realists. In: C. Prager & T. Govier (Eds.) *Dilemmas of Reconciliation. Cases and Concepts*. Wilfrid Laurier University Press, Waterloo, pp. 91-109
- De la Rey, C. (2001.) Reconciliation in Divided Societies. In: D. J. Christie, R. V. Wagner & D.D. Winter (Eds.) *Peace, Conflict, and Violence. Peace Psychology for the 21st Century*. Prentice Hall, New Jersey, pp. 251-261

## **Lecture 7: Constitutive Elements of Conflictive Ethos (Daniel Bar-Tal)**

### ***Aim:***

- To introduce students to the themes and context of societal beliefs which constitute a kind of ideology which strengthens the society to cope with the conflict and at the same time supports its continuation.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Recognize psychological conditions necessary for successful coping with the intractable conflict.
- Describe thematic clusters of beliefs shared by society members during the intractable conflict.
- Appreciate their dual opposite function: to give a sense of surrounding events and help people to cope with everyday's difficulties and, on the other hand, to give a fuel to continuation of the conflict.

### ***Readings:***

A:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 94-100

B & C:

- Bar-Tal, D. (1998.) Societal Beliefs in Times of Intractable Conflict: The Israeli Case. *International Journal of Conflict Management*, No. 9, pp. 22-50

## **Lecture 8: Approaches to Reconciliation (Part One: Galtung and Lederach)**

***Aim:***

- To introduce students to approaches to reconciliation of two prominent author: Johan Galtung and John Paul Lederach.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Describe and compare twelve different approaches to reconciliation given by Galtung.
- Evaluate their advantages and disadvantages in sense of possible application on concrete conflicts worldwide.
- Explain two main level of activities during peacebuilding according to Lederach, hierarchical and organic.
- Describe four necessary dimensions in process of reconciliation (according to Lederach)

***Readings:***

A & B:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 84-88
- Galtung, J. (2001.) After Violence, Reconstruction, Reconciliation, Resolution: Coping With Visible and Invisible Effects of War and Violence. In M. Abu-Nimer (Eds.) *Reconciliation, Justice, and Coexistence. Theory and Practice*. Lexington Books, London, pp. 3-21

C:

- Lederach J. P. (1997.) *Building Peace. Sustainable Reconciliation in Divided Societies*. United States Institute of Peace Press, Washington, D.C.
- Lederach, J. P. (1998.) Beyond Violence: Building Sustainable Peace. In E. Weiner (Ed.) *The Handbook of Interethnic Coexistence*. The Continuum Publishing Company, New York, pp. 236-245

**Lecture 9: Approaches to Reconciliation (Part Two: Nadler and Kelman)**

***Aim:***

- To introduce students to approaches to reconciliation of two prominent author: Arie Nadler and Herbert C. Kelman

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Distinguish between instrumental and socio-emotional routes to reconciliation and connect them with different types of conflicts.
- Discuss advantages and obstacles of the both routes in concrete post conflict situations.
- Explain Kelman's principles of equality and reciprocity in interactive post conflict resolution.
- Describe Kelman's conditions for transformation of relations between former adversaries.

**Readings:**

A & B:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp.79-84 & 132-140

C:

- Kelman, H. C. (1999.) Transforming the Relationships Between Former Enemies: A Social-Psychological Analysis. In R. Rothstein (Ed.) *After the Peace. Resistance and Reconciliation*. Boulder, London, pp. 193-204
- Nadler, A. (2002.) Post-Resolution Processes: Instrumental and Socio-Emotional Routes to Reconciliation. Chapter 11 in: G. Salomon & B. Nevo (Eds.) *Peace Education: The Concept, Principles, and Practices Around the World*. Lawrence Earlbaum Associates, Mahwah

**Lecture 10: Role of Emotions and Evolutional Approach to Reconciliation**

**Aim:**

- To introduce students to importance of emotions and emotional reactions after conflict and during the process of peace building.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Appreciate crucial role of emotions in all kind of human behaviors and their inseparable connection with reasoning.
- Understand and explain dominant emotional orientation of fear in post conflict societies.

- Give illustration of such orientation in a particular post-conflict society (in its everyday conversations, newspapers, school books, etc.)
- Discuss possibilities and obstacles to overcome fear with hope.

**Readings:**

A:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 105-112 & 254-256

B:

- Bar-Tal, D. (2001.) Why Does Fear Override Hope in Societies Engulfed by Intractable Conflicts, as It Does in the Israeli Society?, *Political Psychology*, 22, 601-627.

C:

- Beck, A.T. (1999.): *Prisoners of Hate: The Cognitive Basis of Anger, Hostility, and Violence*. Harper Collins Publishers, New York
- Long, W. J. and P. Brecke (2003.) *War and Reconciliation. Reason and Emotion in Conflict Resolution*. MIT Press, Cambridge & London. Chapter 1. pp. 1-34, chapter 4. pp. 121-146.

**Lecture 11: Psychoanalytical Approach to Reconciliation**

**Aim:**

- To introduce students to psychodynamics views on postconflict peacebuilding and its underlying processes.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Discuss paralelism of problems in child's identity development and problems in individual's regresion during the stresfull time.
- Distinguish between concepts coexistence, integration and absorption.
- Explain concepts of chosen traumas and chosen glories and their impact on conflict behavior of groups.
- Explain large groups social regression.
- Describe and debate processes of dehumanization and demonization of the adversary.

**Readings:**

A & B:

- Petrović, N. *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, 2005. pp. 112-131

C:

- Moses, Raphael, (1991) Self, Self-View and Identity. In V. Volkan, D. Julius & J. Montville: *The Psychodynamics of International Relations*. Lexington Books, London pp. 47-55.
- Volkan, V.D. (1988.) *The Need to Have Enemies and Allies: From Clinical Practice to International Relationship*; Jason Aronson, Northvale
- Volkan, V, D. Julius & J. Montville (Eds.) (1990.) *The Psychodynamics of International Relationship. Volume I: Concepts and Theories*, Lexington Books, London
- Volkan V. (2002): "The Tree Model: A Comprehensive Psychopolitical Approach to Unofficial Diplomacy and the Reduction of Ethnic Tension", *Mind and Human Interaction*, No. 3, pp. 142-210
- Volkan, D.V. (2001). September 11 and Societal Regression. *Mind and Human Interaction*, No. 12, pp. 196-216.
- Bettcher, D. W. (1999.): A Psychoanalytic Approach to the Study of International Relations. *Unpublished Doctoral Thesis*, London School of Economic, London
- Freud Sigmund (1959.) *Group Psychology and Analysis of The Ego*. Norton Library

Block Three –Reconciliation: The People and Their Problems
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**Lecture 12: Psychology of Victims**

**Aims:**

- To present to students the various types of victims which should guide the search for adequate victim programmes.
- To clarify the factors and processes that lead to victims identification and empowerment.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Become aware of the many types of victimhood and many consequences of selecting a particular political and legal definition of a victim.
- Recognize that a victim's recovery proceeds through several different stages.
- Understand importance of respect the victims' personal perception of what has happened to them and to listen to their needs.

**Readings:**

A & B:

- Bloomfield, D., T. Barnes & L. Huysse (2003.) *Reconciliation After Violent Conflict. A Handbook*. International Idea, Stockholm, Chapter 4: Victims, pp. 54-66

C:

- Hilberg, R. (1992.) *Perpetrators Victims Bystanders. The Jewish Catastrophe 1933-1945*. Harper Paperbacks. Chapter II – Victims, pp. 131-222
- Staub, E. (2003.) The Effects of Violence On Groups and Their Members. Chapter 35 in E. Staub: *The Psychology of Good and Evil. Why Children, Adults, and Groups Help and Harm Others*. Cambridge University Press, pp. 430-431

**Lecture 13: Work with Victims and Other People in Traumatized Communities**

**Aim:**

- To provide an overview of practical implication of work with traumatized persons and understand basic characteristics of such persons.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Evaluate and contrast different strategies of psychosocial assistance to victims.
- Distinguish at least three levels of dealing with trauma: national, community and individual and explain each of them.
- Identify main symptoms of post-traumatic stress disorder
- Provide basic psychological help to trauma survivors.

**Readings:**

A:

- Staub, E. & L. A. Pearlman (2001.) Healing, Forgiveness and Reconciliation in Rwanda. Project Summary and Outcome. *Final Report to the John Templeton Foundation*. Templeton Foundation Press, Philadelphia and London

B & C:

- Ajduković, D. (2003.) Social Reconstruction of Community. In D. Ajduković (Ed.) *Social Reconstruction of Community*. Society for Psychological Help, Zagreb, pp. 11-39
- Ajduković, D. & D. Čorokalo (2003.) Trust and Perception of Betrayal among Friends in War Times. *16. Days of Ramiro Bujas*, Zagreb
- Agger, I. (2001.) Reducing Trauma during Ethno-Political Conflict: A Personal Account of Psycho-Social Work under War Conditions in Bosnia. In: D. J. Christie, R. V. Wagner & D.D. Winter (Eds.) *Peace, Conflict, and Violence. Peace Psychology for the 21st Century*. Prentice Hall, New Jersey, pp. 240-250
- Van der Merwe, H. & T. Vienings (2001.) Coping with Trauma. In L. Reyler & T. Paffenholz (Eds.) *Peacebuilding. A Field Guide*. Boulder, London, pp. 343-350

## **Lecture 14: Psychology of Perpetuators**

**Aim:**

- To critically review psychological and situational factors and their interaction which lead individuals and groups to perpetrate mass atrocities.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Understand and recognize dispositions and motives of perpetrators to be engaged in commitment of mass atrocities.
- Identify characteristics of group's culture that create an enhanced potential for a group turning against others.
- Consider prospects of perpetrators to be reintegrated in their communities after conflict.

**Readings:**

A:

- Bloomfield, D., T. Barnes & L. Huyse (2003.) *Reconciliation After Violent Conflict. A Handbook*. International Idea, Stockholm, Chapter 5 – Offenders, pp. 67-76

B:

- Staub, E. (2003.) The Psychology of Bystanders, Perpetrators and Heroic Helpers. In E. Staub: *The Psychology of Good and Evil. Why Children, Adults, and Groups Help and Harm Others*. Cambridge University Press, first part of chapter 22, pp. 291-305

C:

- Adam, H. & K. Moodley (2005.) *Seeking Mandela. Peacemaking Between Israelis and Palestinians*. UCL Press, London. Chapter 7. The Politics of Reconciliation and Transitional Justice; pp. 133-146
- Hilberg, R. (1993.) *Perpetrators Victims Bystanders. The Jewish Catastrophe 1933-1945*. Chapter I – Perpetrators, Harper Paperbacks, pp. 15-127
- Statement of Mrs Biljana Plavšić at ICTY in Hague ([http://www.helsinki.org.yu/confront\\_detail.php?idgnrc=757&lang=sr](http://www.helsinki.org.yu/confront_detail.php?idgnrc=757&lang=sr))
- Arendt, H. (1964.) *Eichmann in Jerusalem. A Report on the Banality of Evil*. Penguin Books

## **Lecture 15: Mourning and Healing**

***Aim:***

- To introduce students to strategies and processes of mourning and healing which help to improve the psychological health of individuals following extensive violent conflict.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Understand importance of processes of mourning and healing for mental health of individuals after any loss.
- Explain factors which influence outcomes of the processes.
- Describe some healing-oriented psychosocial programmes and assess their benefits and limitations.

***Readings:***

A & B:

- Bloomfield, D., T. Barnes & L. Huyse (2003.) *Reconciliation After Violent Conflict. A Handbook*. International Idea, Stockholm, Chapter 6 – Healing, pp. 77-87

- Arambašić, L. (2003.) The Losses and Mourning and Their Consequences for an Individual and Community. In D. Ajduković (Ed.) *Social Reconstruction of Community*. Society for Psychological Help, Zagreb, pp. 123-151

C:

- Mitscherlich, A. & M. Mitscherlich (1984.) *The Inability to Mourn. Principles of Collective Behavior*. Grove Press Inc, New York
- Staub, E. & L.A. Pearlman (2001.) Healing, Reconciliation and Forgiving after Genocide and Other Collective Violence. In R. G. Helmick, S. J. and R. Petersen (Eds.) *Forgiveness and Reconciliation. Religion, Public Policy, and Conflict Transformation*. Templeton Foundation Press, Philadelphia and London, pp. 205-217

## **Lecture 16: Psychology of Bystanders and Dissenters**

**Aim:**

- To evaluate factors which lead some persons to stay passive and others to help to people in need regardless potential negative consequences.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Discuss and compare factors which lead some individuals to endangered their life to save others and some other individuals to remain silent and passive.
- Distinguish between individual bystanders and international community as a bystander.
- Consider prospects of improvement of caring and connection with other people of bystanders.

**Readings:**

A:

- Staub, E. (2003.) The Psychology of Bystanders, Perpetrators and Heroic Helpers. In E. Staub: *The Psychology of Good and Evil. Why Children, Adults, and Groups Help and Harm Others*. Cambridge University Press, second part of Chapter 22, pp. 305-318

B:

- Staub, E. (2003.) Transforming the Bystanders: Altruism, Caring, and Social Responsibility. In E. Staub: *The Psychology of Good and Evil. Why Children, Adults, and Groups Help and Harm Others*. Cambridge University Press, pp. 489-495

C:

- Adam, H. & K. Moodley (2005.) *Seeking Mandela. Peacemaking Between Israelis and Palestinians*. UCL Press, London. Chapter 7 - The Politics of Reconciliation and Transitional Justice, pp. 146-151
- Graybill, L.S. (2002.) *Truth and Reconciliation in South Africa. Miracle or Model*. Lynne Rienner Publishers, Chapter 8 - Innocent Bystanders, pp. 113-122.
- Monroe, K. R. (1994.) 'But What Else Could I Do?' Choice, Identity and Cognitive-Perceptual Theory of Ethical Political Behavior. *Political Psychology*, Vol. 15, No. 2
- Hilberg, R. (1992.) *Perpetrators Victims Bystanders. The Jewish Catastrophe 1933-1945*. Harper Paperbacks. Chapter III – Bystanders, pp. 225-313
- Midlarsky, E. & S. F. Jones (2005.) Personality Correlates of Heroic Rescue During the Holocaust. *Journal of Personality*, Vol. 73, No. 4

## **Lecture 17: Need for Denial and Other Mechanisms of Defense**

***Aim:***

- To introduce students to very often problem of denial as a mechanism of psychological defense.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Recognize and give examples of psychological mechanisms of defence in everyday's life situations.
- Describe and explain different mechanisms of defence after conflict's atrocities.
- Discuss discurs of official denial.

***Readings:***

A & B:

- Cohen, S. (2001.) *States of Denial. Knowing about Atrocities and Suffering*. Polity Press, pp. 23-46, 89-178

C:

- Burma, I. (1994.) *Wages of Guilt. Memories of War in Germany and Japan*. Jonathon Cape, London
- Dubiel, H. (1999.) *Niemand ist Frei von der Geschichte. Die Nationalsozialistische Herrschaft in den Debatten des Deutschen Bundestages*. Carl Hanser Verlag, Munich & Samizdat, Belgrade
- Tomuschat, C. (2001.) Clarification Commission in Guatemala. *Human Rights Quaterly*, No. 23, pp. 233-258

Block Four – Methods and Tools in Reconciliation
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### **Lecture 18: Methods of Reconciliation Process**

#### ***Aim:***

- To overview main methods which can be usefull during the reconciliation process.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Review and explain different methods of reconciliation process.
- Discuss their advantages and disadvantages of implementation on a particular post conflict situation.
- Assess their potential impact to possitive change.

#### ***Readings:***

A & B:

- Kriesberg, L. (2003.) Comparing Reconciliation Actions Within and Among Countries. In Y. Bar-Siman-Tov (Eds.) *From Conflict Resolution to Reconciliation*. Oxford University Press, pp. 81-110
- Bar-Tal, D. & G. Bennink (2002.) Nature of Reconciliation As an Outcome and As a Process. In Y. Bar-Siman- Tov (Ed.). *From Conflict Resolution to Reconciliation*. Oxford University Press (a part under subtitle ‘Methods of Reconciliation Process’)

C:

- Morrill, C. F. (2004.) Reconciliation and the Gacaca: The Perceptions and Peace-Building Potential of Rwandan Youth Detainees, *The Online Journal of Peace and Conflict Resolution* 6.1 Fall, pp. 1-66
- Zehr, H. (2001.) Restorative Justice. In L. Reyler & T. Paffenholz (Eds.) *Peacebuilding. A Field Guide*. Boulder, London

## **Lecture 19: Acknowledgement of Truth About Past Misdeeds and Its Importance**

### ***Aim:***

- To discuss the relevance of truth acknowledgement after intractable conflict.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Identify the reasons for establishing a truth commissions.
- Estimate potential benefits and risk in their work generally and in particular circumstances.
- Debate about universal utility of truth commissions.
- Discuss possibilities to convince both victims and perpetrators to appear at such commission.

### ***Readings:***

#### **A & B:**

- Govier, T (2003.) What is Acknowledgement and Why Is It Important. In: C. Prager & T. Govier (Eds.) *Dilemmas of Reconciliation. Cases and Concepts*. Wilfrid Laurier University Press
- Cohen, S. (2001.) *States of Denial. Knowing about Atrocities and Suffering*. Polity Press. Chapters 9 & 10, pp. 319-391.
- Bloomfield, D., T. Barnes & L. Huyse (2003.) *Reconciliation After Violent Conflict. A Handbook*. International Idea, Stockholm, Chapter 8 – Truth Telling, pp. 122-138

#### **C:**

- Bogosavljević, S. (2001.) Perception of Truth in Serbia, Report on Empirical Pool, Strategic Marketing, *Reč*, 62/8
- Hayner, P. B. (1994.) Fifteen Truth Commissions—1974 to 1994: A Comparative Study. *Human Rights Quarterly*, Vol. 16, No. 4, pp. 597-655

- Boraine, A. (2006.) *A Country Unmasked: Inside South Africa's Truth and Reconciliation Commission*, Oxford University Press
- Boraine, A., J. Levy & R. Shefer (Eds.) (1994.) *Dealing with the Past. Truth and Reconciliation in South Africa*. Clyson Printers, Maitland, Cape Town
- Nesiah, V. (2005.) Coming to Terms with Irreconcilable Truths. In A. Suhrke, E. Skaar and S. Gloppen (Eds.) *Roads to Reconciliation*. Lexington Books, London, pp. 271-286
- Asmal, K., L. Asmal & R.S. Roberts (1996.) *Reconciliation Through Truth. A Reckoning of Apartheid's Criminal Governance*. David Philip Publisher, Cape Town & Johannesburg
- Krog, A. (1999.) *Country of My Skull*. Vintage, London

## **Lecture 20: Collective Memories in Reconciliation Process**

### ***Aim:***

- To introduce students with importance of collective memories of groups in post conflict period and to indicate their negative but sometimes also positive potential for reconciliation.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Appreciate phenomenon of selective perception under different influence and constrains in remembering past events.
- Distinguish and compare different forms of grappling with the past.
- Explain influence of collective memories to the formation of particular societal beliefs and the appearance of different kind of rituals and ceremonies which honor the victims.
- Debate potential and dangers of re-education or people in order to adopt more functional view of the past.

### ***Readings:***

A:

- Bar-Tal, D. (1998.) Collective Memory of Physical Violence: Its Contribution to the Culture of Violence. In: E. Cairns & M. D. Roe (Eds.) *Memories in Conflict*, Macmillan, London

B:

- Adam, H. & K. Moodley (2005.) *Seeking Mandela. Peacemaking Between Israelis and Palestinians*. UCL Press, London. Chapter 6. Collective Memories: How Democracies Deal with the Crimes of Previous Regimes, pp. 115-132.
- Rothstein, R. L. (1999.) In Fear of Peace. Getting Past Maybe. In R. Rothstein (Ed.) *After the Peace. Resistance and Reconciliation*. Boulder, London, pp. 1-21

C:

- Graybill, L. S. (2002.) *Truth and Reconciliation in South Africa. Miracle or Model?* Chapter 6- Storytelling. Lynne Rienner Publishers, pp. 81-92
- Baumeister, R.F. & S. Hasting (1997.) Distortions of Collective Memory: How Groups Flatter and Deceive Themselves. In: J.W. Pennebaker, D.Paez & B. Rime (Eds.) *Collective memory of Political Events. Social Psychological Perspective*. Lawrence Erlbaum, Mahwah, pp. 277-292

## **Lecture 21: Forgiveness and Its Importance and Problems**

***Aims:***

- To provide an overview to some important aspects of forgiveness and its importance in post conflict period.
- To point to potential dangers of misuse of forgiveness.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Appreciate inevitable role of forgiveness in post conflict peacebuilding.
- Critically discuss importance of forgiveness and its potential abuses.
- Explain differences between forgiveness and forgetfulness or amnesia.
- Present some positive and successful acts of forgiveness in real world situation.

***Readings:***

A:

- Minow, M. (1998.): *Between Vengeance and Forgiveness. Facing History after Genocide and Mass Violence*. Beacon Press, Boston. Chapter Two: Vengeance and Forgiveness, pp. 9-24

B:

- Worthington, E. L. Jr. (2002.) Unforgiveness, Forgiveness, and Reconciliation and Their Implications for Societal Interventions. In R. G. Helmick, S. J. And R. Petersen (Eds.) *Forgiveness and Reconciliation. Religion, Public Policy, and Conflict Transformation*. Templeton Foundation Press, Philadelphia and London; pp.171-192

C:

- Gopin, M. (2001.) Forgiveness as an Element of Conflict Resolution in Religious Cultures: Walking the Tightrope of Reconciliation and Justice. In M. Abu-Nimer (Eds.) *Reconciliation, Justice, and Coexistence. Theory and Practice*. Lexington Books, London, pp. 87-98
- Shriver, D.W. (1995.) *An Ethic for Enemies. Forgiveness in Politics*. Oxford University Press
- Tutu, D. (1999.) *No Future Without Forgiveness*. Rider, London

## **Lecture 22: Justice and Morality As a Necessary Indrigrant of Reconciliation.**

**Aim:**

- To provide an overview to important and inevitable aspects of post conflict peace building – morality and justice.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Differentiate four levels of guilt and responsibility (according to Jaspers).
- Discuss the dilemma 'justice' or 'stability' and its different outcomes.
- Explain elements of 'transitional justice' (according to Schriver) and discuss their importance and possibility of implementation.

**Readings:**

A:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 140-149
- Jaspers, K. (2001.) *The Question of German Guilt*. Fordham University Press

B:

- Dimitrijević, N. (2000.) Past, Responsibility, Future, *Reč*, No 57/3, pp. 5-16

- Parmentier, S. (2003.) Global Justice in the Aftermath of Mass Violence. The Role of the International Criminal Court in Dealing with Political Crimes. *International Annals of Criminology*, vol. 41, pp 203-224

C:

- Shriver, D. W. (1999.) The Long Road to Reconciliation: Some Moral Stepping-Stones. In R. Rothstein (Ed.) *After the Peace. Resistance and Reconciliation*. Boulder, London, pp. 207-219
- Rawls, J. A. (1971.) *A Theory of Justice*. Belnap Press, Cambridge
- Dubiel, H. (2000.) On Moral Sovereignty, Remembrance and Nation, *Reč*, No 57/3, pp. 107-116 (in German – Journal Merkur, 546/7, pp. 884-897, 1994.)
- Stromme, O. (2005.) Is Sorry Enough - Reconciliation Without Justice? An Explorative Contextual Analysis of Reconciliation. *Master Thesis in Peace and Conflict Studies*. Department of Political Science University of Oslo
- Dubiel, H. (2005.) Collective Guilt and Public Apologies. In Strategy for Transitional Justice in the Former Yugoslavia. Humanitarian Law Center, Belgrade, pp. 54-62
- Rothstein, R. L. (1999.) Fragile Peace and Its Aftermath. In R. Rothstein (Ed.) *After the Peace. Resistance and Reconciliation*. Boulder, London, pp. 223-227 & 237-244
- Huyse, L. (2001.) Amnesty, Truth, or Prosecution? In L. Reyler & T. Paffenholz (Eds.) *Peacebuilding. A Field Guide*. Boulder, London, pp. 322-329
- Estrada-Hollenbeck, M. (2001.) The Attainment of Justice through Restoration, Not Litigation: The Subjective Road to Reconciliation. In M. Abu-Nimer (Eds.) *Reconciliation, Justice, and Coexistence. Theory and Practice*. Lexington Books, London, pp. 65-83

Block Five: Empirical Research of Reconciliation
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### **Lecture 23: Possibilities of Research in Field of Reconciliation. Qualitative Method**

***Aim:***

- To introduce students main possibilities of qualitative research on process of reconciliation.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Outline main qualitative methods applicable in the field of reconciliation.
- Debate potential benefits of such research.
- Propose a research design and conduct research of limited scope.

**Readings:**

A & B:

- Oral Histories. Vol. I-V. Edition *People in the War*. Interviews with former warriors and civilians from war-torn regions of Croatia and Bosnia and Herzegovina, Documentation Center 'Wars 1991-99', Belgrade, Published in 2004 and 2005.

C:

- Gear, S. (2003.) Reflections from Research With Ex-Combatants in Democratic South Africa. *ISSP 26<sup>th</sup> Annual Scientific Meeting*, Boston
- *Mortal Srebrenica's Summer '95* (1998.) Citizen Association 'Women of Srebrenica', Tuzla
- Bar-On, D & F. Kassem (2004.) Storytelling as a Way to Work Through Intractable Conflict: The German-Jewish Experience and Its Relevance to the Palestinian-Israeli Context, *Journal of Social Issues*, Vol 60, No 2, pp. 289-306
- Broz. S. (2005.) *Good People in an Evil Time: Portraits of Complicity and Resistance in the Bosnian War*. Other Press

**Lecture 24: Measurement of Readiness for Reconciliation in Individuals and Societies**

**Aims:**

- Introduce students to possibility of empirical quantitative research in the field.
- Introduce new concept of 'readiness for reconciliation' and connect it with previous research in social psychology (e.g. Adorno, et al.)
- Present to students main scientific journals in the field, like Political Psychology, Journal of Peace Research, etc.
- Introduce students to the main topics for research like stereotypes, social distance, openness to new experience as a personality trait, authoritarianism, social capital, etc

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Appreciate importance of clear and precise research design.
- Understand how to establish new empirical research on basis of already existed knowledge and previous research.
- Recognize importance of empirical research as a tool for understand and explain real world problems.

**Readings:**

A & B:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 161-168, 200-211

C:

- Gibson, J. L. & A. Gouws (2002. ) *Overcoming Intolerance in South Africa. Experiments in Democratic Persuasion*. Cambridge University Press

**Lecture 25: An Empirical Way of Identification of Obstacles on the Road to Reconciliation**

**Aim:**

- To introduce students to possibilities nomothetic research and data procession which lead to conclusion about structure of a phenomena (in this case 'readiness for reconciliation') and its connections with other variables.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Discuss results of the correlative analysis and its meaning and potential paradoxis.
- Produce and explain main conclusions from the empirical data.

**Readings:**

A, B & C:

- Petrović, N. (2005.) *Psychological Foundations of Reconciliation*. Institute of Psychology and Documentation Center 'Wars 1991-99', Belgrade, pp. 211-268

**Lecture 26: Structural, Legal and Political (Non-Psychological) Prerequisites for Reconciliation**

**Aim:**

- To provide an overview of main structural, legal and other non-subjective prerequisites for reconciliation.

**Learning Outcomes:** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Identify main structural, legal and political prerequisites for successful peace building process.
- Discuss their relative impact and mutual influence with psychological factors.
- Debate potential contribution of a particular element to improvement of reconciliation process.

**Readings:**

A & B:

- Montiel, C. J. (2001.) Toward a Psychology of Structural Peacebuilding. In: D. J. Christie, R, V. Wagner & D.D. Winter (Eds.) *Peace, Conflict, and Violence. Peace Psychology for the 21st Century*. Prentice Hall, New Jersey, pp. 282-294
- Bar-Tal, D. & G. Bennink (2002.) Nature of Reconciliation As an Outcome and As a Process. In Y. Bar-Siman-Tov (Ed.). *From Conflict Resolution to Reconciliation*. Oxford University Press (a part under subtitle ‘Structural Outcomes of Reconciliation’)

C:

- Ghali, B. B. (1992.): An Agenda for Peace. Preventive Diplomacy, Peacemaking and Peace-Keeping, *Report of the Secretary-General* pursuant to the statement adopted by Summit Meeting of the Security Council on 31 January 1992
- Zeeuw, J. (2001.) *Building Peace in War-Torn Societies: From Concept to Strategy*. Netherlands Institute of International Relations, ‘Clingendael’, Hague
- Roth-Arriaza, N. (2004.) Repatriation Decisions and Dilemmas. *Hasting International & Comp. Law Review*, vol 27, pp 157-219
- Lund, M. (2001.) A Toolbox for Responding to Conflicts and Building Peace. In L. Reycler & T. Paffenholz (Eds.) *Peacebuilding. A Field Guide*. Boulder, London

## **Lecture 27: Education for Peace. Its Importance and Obstacles**

### ***Aim:***

- To provide an overview of importance, principles and constitutional elements of peace education.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Discuss main objectives of peace education in a particular society.
- Appreciate importance of peace education as an essential factor for future prospects of a society.
- Explain societal implication of peace education in long-term period.
- Distinguish conceptual and experiential elements of peace education.

### ***Readings:***

#### **A & B:**

- Bar-Tal, D. (2002.) The Elusive Nature of Peace Education. Chapter 3 in: G. Salomon & B. Nevo (Eds.) *Peace Education: The Concept, Principles, and Practices Around the World*. Lawrence Earlbaum Associates, Mahwah
- Staub, E. (2002.) From Healing Past Wounds to the Development of Inclusive Caring: Contents and Processes of Peace Education. Chapter 7 in: G. Salomon & B. Nevo (Eds.) *Peace Education: The Concept, Principles, and Practices Around the World*. Lawrence Earlbaum Associates, Mahwah
- Čorkalo, D. (2002.) Croatia: Peace Education in New Democracies. Chapter 15 in: G. Salomon & B. Nevo (Eds.) *Peace Education: The Concept, Principles, and Practices Around the World*. Lawrence Earlbaum Associates, Mahwah

#### **C:**

- Bar-Tal, D. (2004.) Nature, Rationale, and Effectiveness of Education for Coexistence. *Journal of Social Issues*, Vol. 60, No.2, pp. 253-271
- Fisk, L. J. (1999.) Shaping Visionaries: Nurturing Peace Through Education. Chapter Six in L. Fisk & J. Schellenberg (Eds.) *Patterns of Conflict, Paths to Peace*, Broadview Press

- Wallach, J. (2000.) *The Enemy Has a Face. The Seeds of Peace Experience*. United States Institute for Peace, Washington
- Aronson, E. (2005.) Reducing Hostility and Building Compassion. Lessons from the Jigsaw Classroom. In A. G. Miller (Ed.) *The Social Psychology of Good and Evil*. New York: Guilford Press, pp. 469-487
- Paffenholz, T. (2001.) Peacebuilding: A Comprehensive Learning Process. In L. Reyler & T. Paffenholz (Eds.) *Peacebuilding. A Field Guide*. Boulder, London

## **Lecture 28: Towards Culture of Peace**

### ***Aim:***

- To stimulate students to think about culture of peace - a comprehensive system of values, which can motivate people in post conflict societies to see peace as a premium value.

***Learning Outcomes:*** After attending this lecture and reading the appropriate references from the reading list, students should be able to:

- Consider potential ways of promotion of positive evaluation of the welfare of people.
- Debate possibilities of implementation peace framework with new values and actions, opposite to the predominant values in post war societies.
- Discuss possibilities to inspire enthusiasm and hope toward peace among people in usually anomic post conflict circumstances.

### ***Readings:***

#### **A & B:**

- Wessells, M., M. Schwebel & A. Anderson (2001.) Psychologist 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*. Prentice Hall, New Jersey, pp. 350-362
- Staub, E. (2003.) Changing Cultures and Society. In E. Staub: *The Psychology of Good and Evil. Why Children, Adults, and Groups Help and Harm Others*. Cambridge University Press, pp. 483-487

#### **C:**

- Blackburn, S. (2003.) Trust, Cooperation, and Human Psychology. Chapter 2 in V. Braithwaite and M. Levi (Eds.) *Trust and Governance*, Russell Sage Foundation, pp 28-45
- Giddens, A (1999.) *Risk*. Reith Lectures. BBC 4  
[http://news.bbc.co.uk/1/hi/english/static/events/reith\\_99/week2/week2.htm](http://news.bbc.co.uk/1/hi/english/static/events/reith_99/week2/week2.htm)
- Averill, R., G. Catlin & K. Chon (1990.) *Rules of Hope*. Springer-Verlag, Berlin and Heidelberg GmbH & Co. K
- Snyder, C. R., K. L. Rand & D. R. Sigmon (2001.) Hope Theory: A Member of the Positive Psychology Family. Chapter in C. R. Snyder & S. J. Lopez (Eds.) *Handbook of Positive Psychology*. Oxford University Press, pp. 257- 275

<b><i>Classes:</i></b>
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The associated classes will be divided into three blocks.

***I***

Students' introduction presentations of various conflicts (the Balkans, Rwanda, Latin America, the Middle East, South Africa ...) and development and obstacles after conflict resolution (formation of Truth Commissions, Trials, different strategies of restorative justice – such as gacaca, etc.). They will be followed by interactive discussion among students in class.

Students are expected to (1) present a short summary of the reading in class, (2) offer some critical remarks or discuss it in light of related concepts, and (3) raise some questions for class discussion. The presentation and activity and quality of discussion will be part of final grade. The grading system will encourage continuous work and participation.

***II***

Reading and listening inspiring and stimulating speeches connected with the appropriate topic. It could include The Nobel Peace Prize – laureates lectures, other speeches of Martin Luther King Jr, Desmond Tutu, Mahatma Gandhi and many others. They also will be followed by interactive discussion among students in class.

Resources:

<http://www.americanrhetoric.com/speechbank.htm>

<http://www.historychannel.com/speeches/archive1.html>

<http://www.humanity.org/voices/commencements/>

<http://nobelprize.org/peace/laureates/index.html>

and many books given in reading lists, as well.

### **III**

Watching educational films regarding the course topics and following discussion.

Resources:

- **Country of my Skull**

(film about work of Truth and Reconciliation Commission in South Africa,

[http://www.southafrica.info/what\\_happening/arts\\_entertainment/countryskullmovie.htm](http://www.southafrica.info/what_happening/arts_entertainment/countryskullmovie.htm))

- **Nuremberg**

(the dramatized account of the war crime trials following the defeat of Nazi Germany in World War

II. <http://www.amazon.com/gp/product/B00005B6OY/002-8794941-7852857?v=glance&n=130>)

- **Gandhi**

(the biography of Mohandas Gandhi, who rose from a small-time lawyer to India's spiritual leader through his philosophy of non-violent but direct-action protest.

[http://www.amazon.com/gp/product/B00003CXA4/qid=1137853834/sr=1-1/ref=sr\\_1\\_1/002-8794941-7852857?s=dvd&v=glance&n=130](http://www.amazon.com/gp/product/B00003CXA4/qid=1137853834/sr=1-1/ref=sr_1_1/002-8794941-7852857?s=dvd&v=glance&n=130))

Also possible to choose for class watching: **Romero** (the life and work of Archbishop Oscar Romero who opposed, at great personal risk, the tyrannical repression in El Salvador), **Conspiracy** (a dramatic recreation of the Wannsee Conference where the Nazi Final Solution phase of the Holocaust was devised.), **The Experiment** (the movie is based on the infamous Zimbardo's 'Stanford Prison Experiment' on guard and prisoner roles and obedience to authority), **The Fog of War** (a film about the former US Secretary of Defense, Robert McNamara, and the various difficult lessons he learned about the nature and conduct of modern war), **Hotel Rwanda** (the true-life story of a hotel manager who housed over a thousand Tutsis refugees during genocide committed by Hutu militia in Rwanda), **Hitler The Rise of Evil** (the life of Adolf Hitler and his rise through the ranks of the National German Workers' Party prior to World War II), **Schindler's List** (based on the true story of Oskar Schindler who managed to save about 1100 Jews from being gassed at the Auschwitz concentration camp. A testament for the good in all of us), **Downfall** (Traudl Junge, the final secretary for Hitler, tells of the Nazi dictator's final days in his Berlin bunker at the end of WWII), **Pretty Village, Pretty Flame** (Two childhood friends, one a Serb the other a Muslim, square off on

opposite sides of war, their friendship tattered and in ruins), as well as a number of documentaries (for instance see

<http://www.mediarights.org/search/?keywords=peace&host%5B%5D=localhost%3A211&x=29&y=6> .)

There are many good reasons for using films in this course. One reason is that they can complement the text, lectures, and discussions by providing a concrete way to present important information and not rarely to move deeper emotions. Proposed films can serve to one of the main goal of this course: to inspire enthusiasm in students for the indefatigable work toward peace and to make them real leaders in the reconciliation process who further transmit their affection to other people with whom they will work and to whom they will influence. Obviously, the other side of the mutual interaction is also very important – theoretical understanding and knowledge about processes underlying reconciliation. The copyright laws will be respected.

Other usefull resouces for presentations and discussion:

- Lederach, J. P. (2005.) *The Moral Imagination. The Art and Soul of Building Peace*. Oxford University Press
- Barkan, E. (2000.) *The Guilt of Nations. Restitution and Negotiating Historical Injustices*. The John Hopkins Un. Press, Baltimore & London
- Rigby, A. (2001.) *Justice and Reconciliation After the Violence*. Boulder, London
- Gottheimer, J. (2003.) *Ripples of Hope. Great American Civil Right Speeches*. Basic Civitas Books
- Mandela, N. (2003.) *Nelson Mandela Speaks. Forging a Democratic, Nonracial South Africa*. Pathfinder, New York
- Tutu, D. (2005.) *God Has a Dream. A Vision of Hope for Our Time*. Rider, London
- Crocker, C. A., F. O. Hampson & P. Aall (Eds.) (2005.) *Turbulent Peace. The Challenges of Managing International Conflict*. United States Institute for Peace, Washington
- Kriesberg, L. (2003.) *Constructive Conflict. From Escalation to Resolution*. Rowman & Littlefield Publishers
- Kyi, A. S. S. (1991.) *Freedom From Fear*. Penguin books
- Sears, D. O., L. Huddy & R. Jervis (2003.) *Oxford Handbook of Political Psychology*. Oxford University Press

And also the articles and books mentioned in the lectures block. All mentioned reading references and many more, are available at the responsible teacher.

The other possibility for interested students may be a task to make one empirical research in field of reconciliation (eg. to estimate level of readiness for reconciliation in different populations – among students of different faculties, among members of different political parties... or to make some correlative analysis which connect readiness for reconciliation with different social attitudes, with self esteem, social distance, nationalism, personality traits, level of traumatic experience, etc.