

SEMESTER 2024

FACULTY CONTACT: DIVYA DUBEY

PART I

Course Title: PSYCHOLOGY OF PEACE AND CONFLICT	
Course Code	BE-E-0094
Course Duration	1 Semester
No. of Credits Units	3
Level	UG
Pre- Requisites	Nil
Pre- Cursors	Nil
Equivalent Courses	Nil
Exclusive Courses	Nil
Class Timings	

PART II

COURSE DESCRIPTION:

The "Psychology of Peace and Conflict" course delves deeply into the psychological factors that drive conflicts, violence, peacebuilding, and reconciliation. This course investigates the complex nature of conflicts, their origins, expressions, and repercussions at the individual, social, and society levels, drawing on a variety of theoretical frameworks and empirical psychological research. Furthermore, the course explores the intricacies of peacebuilding processes, conflict resolution strategies, trauma healing, and intergroup reconciliation efforts. Students will gain a comprehensive awareness of the problems and opportunities in fostering peace, social justice, and long-term conflict resolution in a variety of situations via case studies and real-world examples.

COURSE AIMS:

- i. To provide students with a comprehensive understanding of the psychological dynamics underlying conflicts, violence, peacebuilding, and reconciliation.

- ii. To delve into the complexities of peacebuilding processes, conflict resolution strategies, trauma healing, and intergroup reconciliation efforts, providing students with a comprehensive understanding of approaches to promoting peace and reconciliation.

COURSE INTENDED LEARNING OUTCOMES:

By the end of the course the students will get an insight to:

1. To analyze conflicts at individual, group, and societal levels, including their origins, manifestations, and consequences, fostering a nuanced understanding of conflict complexity.
2. To examine interventions and strategies for promoting peace, reconciliation, and social change.
3. To analyze the impact of trauma and intergroup relations on conflict resolution processes.
4. To develop critical thinking and practical skills for addressing real-world conflicts and promoting social justice.

ASSESSMENT PROCESS:

The course will be majorly taught using class discussions, debates, videos, presentations and readings. The evaluations will include in-class activities, individual and group presentations, written assignments, case studies, quizzes and projects.

PERCENTAGE BREAKDOWN OF GRADE:

20% for Internal Quizzes*

10% for Classroom Assignments*

30% for Presentations*

10% for Home assignments

30% End Semester Exam (Closed book and timed)

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

GRADING OF STUDENT ASSESSMENT:

Percentage Marks	Letter Grade	Grade Points	Interpretation
80 and above	O	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
75-79	A+	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70-74	A	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
65-69	A-	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
60-64	B+	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
55-59	B	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
50-54	B-	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
45-49	P1	2	Pass 1: Pass with Basic understanding of the subject matter

40-44	P2	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
Below 40	F	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

COURSE OUTLINE:

UNIT I:

Direct Violence (Week 1-3)

Introduction to Peace Psychology

Intimate Violence

Anti-Gay-Lesbian Violence

Genocide and Mass killings: Their roots and prevention

READING LIST:

1. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 1, pg 1-7.
2. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 2, pg 1-21.
3. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 6, pg 1-20.

UNIT-II

Structural Violence (Week 4-7)

Children and Violence

Women, Girls and Structural Violence

Globalism and Structural Violence

Human Rights Violation
Emotions and Conflict

READING LIST:

1. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
Chapter 10, pg 1-18
2. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
Chapter 11, pg 1-15
3. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
Chapter 13 , pg 1-17
4. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
Chapter 14, pg 1-18
5. Coleman, P. T., Deutsch, M., & Marcus, E. C. (Eds.). (2014). The handbook of conflict resolution: Theory and practice. John Wiley & Sons.

UNIT-III

Peacemaking (Week 8-11)

The cultural context of Peacemaking
Conflict Resolution
Cooperation and Conflict resolutions in schools
Reconciliation in divided societies

READING LIST:

1. Woodhouse, T. (1998). Peacekeeping and the Psychology of Conflict Resolution. In H. Langholtz (Ed.), *The Psychology of Peacekeeping* (pp. 153-166). Westport, CT: Praeger.
2. Christie, D. et al (2000) Introduction to Peace Psychology. In D. Christie, et al, *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. (pp.1-14). New Jersey, Prentice Hall.
3. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 16, pg 1-19 2. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 17 , pg 1-30
4. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 19, pg 1-29 4. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 21, pg 1-21

UNIT IV:**Peacebuilding (Week 12-15)**

Structural Peacebuilding

Gandhi as peacebuilder: the Social Psychology of Satyagraha

Children's perspectives on peace

Gendering Peacebuilding.

READING LIST:

1. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 23, pg 1-23

2. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 25 , pg 1-12
3. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 27 , pg 1-10
4. Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall. Chapter 29 , pg 1-16

Professional Conduct in Classroom:

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Notes on Plagiarism :

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable! What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Attendance Policy:

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Safe Space Pledge:

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations

and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability. All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312