

CRN 27202 /27203, 3-4 credits

Syllabus: Psychology of War

Psy 407/507, Winter 2005, Tu Th 4-5:20 P.M., 125 Chiles Center

Professor	Office	E-mail	Phone	Office Hours
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Class Blackboard site: <http://blackboard.uoregon.edu/>

Course Goals: To think more deeply about psychological issues related to war, to identify and explore questions related to these issues, and to consider how psychological research might provide information relevant to these questions.

Course Description: For the purposes of this class, I'm defining war as an organized social activity undertaken by bands, tribes, nations, and other large or small groups against members of other groups. The course focuses on (1) the underlying psychology that both predisposes and deters human beings from socially sanctioned killing, (2) the psychological transformation of ordinary people into soldiers; (3) the psychological experience of being in or at war, and (4) the psychological consequences of war. Required readings will be supplemented with films, reports by students about supplementary readings, and guest speakers. The course format will emphasize discussion, exploration, and questioning.

Writing Skills: Assignments consist of short written responses and commentary on the readings for the week (200 words max), acting as discussion leaders for one of the weeks, and (for those taking the course for 4 credits) a final paper. Strunk & White's *The Elements of Style* can help you write concise, precise sentences. Review their rules of usage and principles of composition at <http://www.columbia.edu/acis/bartleby/strunk/index.html>

Learning Disabilities: Contact me right away (first week of class) if you have been diagnosed with a learning disability (confirmed by the Academic Learning Center) or have some other special needs that may require adjustments.

Graduate Students: Will be expected to read *half* of the supplementary readings and be prepared to offer a critique during weekly discussion. This is in addition to the responsibility of all students to pair up and lead the discussion for one week. Grad students will coordinate amongst themselves so that all articles are covered.

3 versus 4 credits: Those taking the class for 4 credits will complete a final project (review paper). Those taking the class for 3 credits will not have a final project.

Class Requirements and Activities:

1. Readings. Books at UO Bookstore. We will read all of Caputo, and selected chapters totaling 100-150 pages each in the other 4 books. **Supplementary readings** will be on reserve or on Blackboard. These are required **only for the team leading discussion for the week**.

Caputo, P. (1977/1996). *A Rumor of War*

Ehrenreich, B. (1997). *Blood Rites: Origins and History of the Passions of War*

Grossman, D. (1995). *On Killing: The Psychological Cost of Learning to Kill in War and Society*

LeShan, L. (1992/2002), *The Psychology of War: Comprehending Its Mystique and Its Madness*

Shay, J. (1994). *Achilles in Vietnam: Combat Trauma and the Undoing of Character*

Week 1: Popularity of War

ALL: LeShan, *Psychology of War*, Intro & Ch 1 (pp. 3-31); Keeley, Ch. 2 (pp. 25-39), Hedges (pp. 1-7) (copies of Keeley & Hedges provided in class, read for Thursday)

Supplementary: Grigsby, 1991 (Holly to present)

Week 2: Alternative realities, Socialization

ALL: LeShan, Chs. 2-4 (pp. 33-69); Caputo, *A Rumor*, Prologue & Chs. 1-3 (3-58)

Supplementary: Kemmelmeier & Winter, 2000

Week 3: Motivation

ALL: LeShan, *Psychology of War*, Ch 5 (71-98); Caputo, *A Rumor*, Chs. 4-6 (pp. 59-110)

Supplementary: Gat, 2000.

Week 4: Morality, betrayal, "Hot" emotions

ALL: Shay, *Achilles*, Chs. 1-2 & 6 (pp. 3-38, 103-119); Caputo, Chs. 7-8 (pp. 111-150)

Supplementary: DePrince & Freyd, 2002

Week 5: "Cold" emotions

ALL: Shay, *Achilles*, Chs 3-4 (pp. 39-75); Caputo, Part Two, Chs. 9-12 (pp. 153-208)

Supplementary: Lee, Scragg, & Turner, 2001.

Week 6: Psychology and physiology of combat

ALL: Shay, *Achilles*, Ch. 5 & 10 (pp. 77-99; 165-181); Caputo, Chs. 13-15 (pp. 211-263)

Supplementary: Grossman & Christensen, 2004, pp. 14-69.

Week 7: Destruction and restoration of community

ALL: Shay, *Achilles*, Ch. 11 & Conclusion (pp. 183-209); Caputo, Chs. 16-18 (pp. 264-346)

Bruce Holland Rogers, *Thirteen Ways to Water*.

Supplementary: Berman, 2001.

Week 8: Old instincts

ALL: Ehrenreich, *Blood Rites*, Foreword & Chs. 1-3 (pp. 1-57); Grossman, *On Killing*, Section 1 (pp. 5-39)

Supplementary: Wrangham, 1999.

Week 9: Facilitating killing

ALL: Ehrenreich, *Blood Rites*, Chs 4-5 (pp. 58-96); Grossman, Section IV (pp. 141-192),

Supplementary: Hodges & Biswas-Diener, in press.

Week 10: Nationalism, resistance, and psychiatric casualties

ALL: Ehrenreich, Chs 13-14 (204-241); Grossman, Section II, Ch. 1 (pp. 43-50) & Section VII, Chs. 1-3 (pp. 249-289)

Supplementary: Linn, 1996; Rochat & Modigliani, 1995.

2. Participation & Leading Discussion. Attendance and participation during class are required. You may miss two classes during the term before you start losing participation points, provided you are an active contributor during the other classes. In weeks 2-10, a presentation team will *lead the discussion*, including *summarizing the supplementary readings* for the class. Classmates will evaluate the special team's performance.

3. Written responses to reading. Every Tuesday (Thursday for the first week), you will bring a short ***typed*** response to the reading for the week, maximum word limit of 200 words, on a single page. Most weeks you will bring **two copies** (one to turn in & one to consult during class and keep for your records). Responses should focus on psychological phenomena described or discussed in the readings. Identify issues, raise questions, and propose some possible answers to the questions. Look for and discuss connections between readings. Refer to specific passages by author and page number.

4. Special handout and other activities for "your" week. **For the week in which you are leading discussion,** collaborate with your partner to develop a list of questions to guide discussion. You might also bring a film clip or think of other exercises for the class. You should also prepare a more formal **1-page handout** for the week that summarizes the supplementary reading(s) and makes connections to the required readings for the week. **Make copies for the whole class.** We will generally discuss the required readings on Tuesday, with teams summarizing the supplementary reading(s) on Thursday.

4. Final project: Literature review paper. **If you are taking the class for 4 credits** Working either alone or with a partner, write a paper that reviews the literature on a topic related to the class. It should cover at least 10 scholarly works (articles, chapters, books) in the psychological literature or related literatures such as sociology. Format: (1) Start by defining your topic; (2) In 3-4 pages, summarize the nature of the literature you have reviewed. Identify the types of questions explored, the main theories or theoretical perspectives employed, any disagreements among theories or findings, and the nature of any empirical studies. Identify three important questions or issues that are NOT addressed by the work that you reviewed. Cite the works as examples, using APA style Ex: (Smith & Jones, 1998); (3) Annotated biblio portion: For each item, give full bibliographic information (APA style), followed by a paragraph that summarizes and evaluates the reading. Group works you see as similar in sections with subheads. (4) Authors' note: In this note, describe who did what if you collaborated with a partner.

An incomplete list of topics:

Motivation: Attraction to war; combat addiction; revenge and defense; empathy
 Cognition: Sensory distortions in combat, cognitive distortions in civilians, memory effects
 Evolution: Evolution of war, comparison with other primates
 Developmental: Impact of war on children (civilians, child soldiers); psychological aging
 Clinical: Combat stress and psychological disintegration in soldiers, during and after war
 Neurological: Brain systems related to combat training, impact of combat, PTSD
 Social: Sexuality, gender, and war; how soldiers are trained; soldier-civilian interactions
 Group dynamics: Conformity, cohesion, intergroup perception
 Sociological: War and religion, war as religion
 Attitudes and Persuasion: propaganda, impact of media, psychological operations

Class point breakdown for grades (150 total for 3 credits; 200 for 4 credits)

Attendance & participation:	30 pts (full participation = full points)
Written responses to readings:	80 pts (8 satisfactory responses, turned in on time)
Lead class & special response:	40 pts (evaluated by peers)
<i>Final project review paper:</i>	<i>50 pts (if taking for 4 credits)</i>

Course grades based on percentage of points earned			
A	93-100	C-	70-72.9
A-	90-92.9	D+	67-69.9
B+	87-89.9	D	63-66.9
B	83-86.9	D-	60-62.9
B-	80-82.9	N	< 70
C+	77-79.9	P	70
C	73-76.9		

Ground Rules for Discussions

In this class we will be discussing issues that arouse strong emotions, and that likely have an intense personal significance for some members of the class—because they have lost family or friends in wars, for example, or because they have served or are currently serving in the military. Together, I would like us to create an environment in which people with different backgrounds and experiences are willing to share their thoughts and feelings in the spirit of true dialogue. Thus I encourage everyone to seek understanding and listen to others with an open mind. Let us all treat one another with respect.

The focus of this course is psychology—the study of people’s experience, feelings, and behavior—and NOT political science. We all have political views about various wars, past, present, and future. However, I ask that everyone refrain from using class as a platform for expressing political views, because this would interfere with our search for understanding and insight about our focal topic of psychology and war.

If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. It is fine to draw on personal experiences to inform our discussion, but the class is not meant to be a therapy group.

Counseling resources:***Local Crisis Lines & Counseling***

University of Oregon Crisis Line	346-4488
University of Oregon Counseling Center	346-3227
Center for Community Counseling	344-0620

Supplementary readings:

- Berman, H., (2001). Children and War: Current Understandings and Future Directions. *Public Health and Nursing*, 18(4), 243-252.
- Cushman, Philip (1986). The Self Besieged: Recruitment-Indoctrination Processes in Restrictive Groups. *Journal for the Theory of Social Behavior*, 16 (1), 1.
- DePrince, A.P. & Freyd, J.J. (2002). The harm of trauma: Pathological fear, shattered assumptions, or betrayal? In J. Kauffman (Ed.) *Loss of the Assumptive World: a theory of traumatic loss*. (pp 71-82). New York: Brunner-Routledge.
- Gat, A. (2000). The human motivational complex: Evolutionary theory and the causes of hunter-gatherer fighting. Part II. Proximate, subordinate, and derivative causes. *Anthropological Quarterly*, 73 (2), 74-88.
- Grigsby, J. (1991). Combat Rush: Phenomenology of central and autonomic arousal among war veterans with PTSD. *Psychotherapy: Theory, Research, Practice, Training*, 28(2), 354-363.
- Grossman, D., & Christensen, L. W. (2004), *On Combat: The Psychology and Physiology of Deadly Conflict in War and in Peace*. PPCT Research Publications. Selection: pp. 14-69.
- Hedges, C. (2002). *War is a Force that Gives Us Meaning* New York: Public Affairs, Perseus Books. Selection: pp. 1-7.
- Hodges, S. D. & Biswas-Diener, R. (in press). Balancing the empathy expense account: Strategies for regulating empathic response. In T.F.D Farrow & P.W.R. Woodruff (Eds.), *Empathy in Mental Illness and Health*.
- Keeley, Lawrence H. 1997. *War before Civilization: the Myth of the Peaceful Savage*. New York: Oxford University Press. Selection: Ch. 2: The dogs of war: The prevalence and importance of war (pp. 25-39),
- Kemmelmeier, M. & Winter, D. G. (2000). Putting threat into perspective: Experimental studies on perceptual distortion in international conflict. *Personality and Social Psychology Bulletin*, 26, 795-809.
- Lee, D. A., Scragg, P., & Turner, S. (2001). The Role of Shame and Guilt in Traumatic Events: A Clinical Model of Shame-Based and Guilt-Based PTSD. *British Journal of Medical Psychology*, 74, 451-466.
- Linn, R. (1996). The emergence of Holocaust memories in the moral dilemmas of objecting Israeli soldiers during the Intifada. *Social Behavior and Personality*, 24(2), 133-142.
- Reicher, S. (2001) Crowds and Social Movements. In M. Hogg & S. Tindale (Eds.) *Blackwell Handbook of Social Psychology: Group Processes*. Oxford: Blackwell.
- Rochat, F., & Modigliani, A. (1995). The ordinary quality of resistance: From Milgram's laboratory to the village of Le Chambon. *Journal of Social Issues*, 51(3), 195-210.
- Bruce Holland Rogers (2000). Thirteen Ways to Water (reprint) in *Nebula Awards Showcase 2000*, Harvest Books.
- Wrangham, R. W. (1999). Evolution of coalitionary killing. *Yearbook of Physical Anthropology*, 42, 1-30.