

Warfare & Killing / Psychology of War

PS & Psy 607, Spring 2006, Wed 6-8:50 PM, 905 PLC

Professor	Office	E-mail	Phone	Office Hours
John Orbell	255 Straub	jorbell@uoregon.edu	346-0133	Tu-Fr 8am-10am
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Class Blackboard site: <http://blackboard.uoregon.edu/>

Course Goal: To explore a variety of questions about the origins, evolution, experience, and consequences of coalitionary killing, drawing on a variety of literatures, including psychology, political science, anthropology, archaeology, biology and others.

Course Description: This will be a team-taught interdisciplinary course, offered through both psychology and political science. For the purposes of this class, we are defining war as an organized social activity undertaken by bands, tribes, nations, and other large or small groups against members of other groups. If, as much recent anthropological and archaeological literature suggests, war has been a persistent feature of human life for millennia, a variety of cognitive and social mechanisms characteristic of modern humans may be, in part, adaptations to war. This supposition is one of the guiding theoretical frames for the seminar; it will also be a topic of debate.

Class Activities: The class meetings will include the following activities (1) presentations by Holly or John, to establish some theoretical frameworks in common and give relevant background (2) class discussion of core readings for the week, centered around one or more central questions (3) summary of key points and issues from supplementary readings, by a subset of students (4) discussion of project topics and progress reports on projects by those signed up for PS 607 (Psy 607 students signed up for 3 credits are not doing a final project).

Preparation for Class: Every week, everyone will (1) read the “core” readings (generally between 50-75 pp.) and (2) *by Tuesday midnight* post a short response to the core readings on Blackboard, including a key question or puzzle raised by the readings. (3) Before class, read all responses others have posted on Blackboard, and come ready to discuss the core readings. In addition (4), students will sign up to read the supplementary readings for *two* of the weekly sessions, and prepare and bring copies of a short summary (500 words max) of key points, issues, and questions raised by supplementary readings, and be ready to help lead the discussion. When not “on duty” supplementary readings are recommended if you have time, but not required.

Class Projects, PS 607: Students signed up for PS 607 (5 credits) will complete a final project and give a short presentation of their findings (15 minutes) in Week 9 or 10. John will be the grader for these projects. See under **Grading** for more details.

Learning Disabilities and other Special Needs: Contact us 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.

Weekly Readings:

Core Readings. Required for everyone every week. *Supplementary readings* are *required* only if you have signed up for the week (see under Preparation for Class above).

Readings (core and supplementary) will be available in electronic form on Blackboard, on the web, on electronic reserve, or handed out as hard copy.

Week 1: Evolution and Other Organizing Frameworks

Core reading:

Smirnov, Arrow, Kennett, & Orbell (2006). Why are people willing to die for their country?

Week 2: Prehistoric / Primitive War

Core readings (56 pages):

Keeley, L. H. (1997). Ch. 2: The dogs of war: The prevalence and importance of war (pp. 25-39). *War before Civilization: the Myth of the Peaceful Savage*. New York: Oxford University Press.

Fry, D. P. (2006), Ch. 1, Questioning the war assumption, pp. 1-10 & Ch. 7, A Hobbesian belief system? On the supposed naturalness of war, pp 83-96. *The human potential for peace: An anthropological challenge to assumptions about war and violence*. New York: Oxford University Press.

Shaw, R. P. & Wong, Y. (1989), Ch. 3, Groups as forces of selection and out-group enmity, pp. 43-61. *Genetic seeds of warfare: Evolution, nationalism, and patriotism*. Boston: Unwin Hyman.

Supplementary readings (62 pages):

Chagnon, N. A. (1988), Life histories, blood revenge, and warfare in a tribal population. *Science*, 239(4843), pp. 985-992.

LeBlanc, S. A. & Register, K. E. (2003). Ch. 1, Warfare and ecology: Myth and reality, pp. 1-22 & Ch. 2, Was there ever an Eden? pp. 23-54. *Constant battles: The myth of the peaceful, noble savages*. New York: St. Martin's.

Week 3: Group Dynamics

Core readings (75 pages):

Meier, B. P. & Hinsz, V. B. (2004), A comparison of human aggression committed by groups and individuals: An interindividual-intergroup discontinuity. *Journal of Experimental Social Psychology*, 40, 551-559.

Oakes. P. (2001). The root of all evil in intergroup relations? Unearthing the categorization process, pp. 3-21. In R. Brown & S. Gaertner (Eds.), *Blackwell handbook of social psychology: Intergroup processes*. Malden, MA: Blackwell.

Sherif et al., (1961). Ch 5, Intergroup relations: Production of negative attitudes toward the out-group, pp. 96-119, & Ch. 7, Intergroup relations: Reducing friction, pp. 150-160 (Sections A & B for on-line version).

Supplementary readings (69 pages):

Marshall, S.L.A. (1947/2000). Ch. 10, Why men fight, pp. 138-156. *Men Against Fire: The Problem of Battle Command*. Norman: University of Oklahoma Press.

Orbell, J., Zeng, L., & Mulford, M. (1996). Individual experience and the fragmentation of societies, *American Sociological Review*, 61, 1018-1032.

Shils, E. A. & Janowitz, M. (1948), Cohesion and disintegration in the Wehrmacht in World War II, *The Public Opinion Quarterly*, 12(2), 280-315.

Week 4: Religion, Ethnicity, Nationalism, Patriotism

Core readings (73 pages):

Horowitz, D. L. (2001), Ch. 3, The riot episode, pp. 71-123. *The deadly ethnic riot*. 53 pp.

Shaw & Wong (1989). Ch. 5, The identification mechanism—the critical linkage, pp. 91-113.

Supplementary readings (72 pages):

Shaw & Wong (1989). Ch. 7, Nationalism and patriotism, pp. 137-169.

Hedges, C. (2002). Ch. 2, The plague of nationalism, pp. 43-61. *War is a force that gives us meaning*. New York: Public Affairs, Perseus Books.

Freeman, M. A. (2003). Mapping multiple identities within the self-concept: Psychological constructions of Sri Lanka's ethnic conflict. *Self and identity*, 2 (1), 61-83.

Week 5: Gender, Sex, and War in Humans and Other Primates

Core readings (64 pages):

Thornhill, R., & Palmer, C. T. (2000). Ch. 3, Why do men rape (pp. 53-84). *A natural history of rape: Biological bases of sexual coercion*. Cambridge, MA: MIT Press.

Wrangham, R., & Peterson, D. (1996). Ch. 9, Legacies, pp. 173-199. *Demonic Males: Apes and the origins of human violence*. Boston: Houghton Mifflin.

Zerjal, T. et al. (2003). The Genetic Legacy of the Mongols, *American Journal of Human Genetics* 72.

Also have a look at the following website: <http://www.religioustolerance.org/war Rape.htm> (Rape of women during wartime before, during, and since World War II)

Supplementary readings (80 pages):

Betzig, L. (2005), Politics as sex: The old testament case. *Evolutionary Psychology*, 3, 326-346.

Campbell, A. (1999). Staying alive: Evolution, culture, and women's intrasexual aggression. *Behavioral and Brain Sciences* 22, 203-252. 44 pp.

Ehrenreich, B. (1997). Ch. 6, When the predator had a women's face. (pp. 97-114). *Blood Rites*. New York: Henry Holt.

Week 6: Genocide

Core readings (57 pages):

Hatzfeld, J. (2005). A Gang, through A Neighborhood Genocide, pp. 28-70. Machete season. 43 pp.

Slovic, P. (2006). If I look at the mass I will never act: Psychic numbing and genocide. Draft version, 14 pp.

Supplementary readings (60 pages):

Browning, C. R. (1992). Chs. 7-9, pp. 55-87. Ordinary men: Reserve battalion 101 and the final solution in Poland.

Sternberg, R. J. (2003). A duplex theory of hate: development and application to terrorism, massacres, and genocide. *Review of General Psychology*, 7(3), 299 -328.

Week 7: The Simple Act of Killing?

Core readings (56 pages):

Grossman, D. (1995), Section I, Chs. 2-4 (pp.17-39) & Section III, Ch. 3-7, pp. 111-137. *On Killing: The Psychological Cost of Learning to Kill in War and Society*. Boston: Little, Brown.

Marshall (1947/2000). Selection from Ch. 12, Men under fire, pp. 179-184.

Supplementary readings (56 pages):

Hanson, V. D. (2005). Ch. 4, Terror, pp. 89-121. *A war like no other: How the Athenians and the Spartans fought the Peloponnesian war*. New York: Random House.

Shay, J. (1994). Ch. 5, Berserk, pp. 77-99. *Achilles in Vietnam: Combat trauma and the undoing of character*. New York: Scribner.

Week 8: Psychiatric Casualties and Other Forms of Trauma

Core readings (46 pages):

Grossman (1995), Section II, Chs.1-2, pp. 43-66, & Chs. 4-5. pp.74-82.

Turner, M. A., Kiernan, M. D., McKechnie, A. G., Finch, P.J.C., Mcmanus, F. B., & Neal, L. A. (2005). Acute military psychiatric casualties from the war in Iraq. *The British Journal of Psychiatry*, 186, 476 -479.

Herman, J. (1992). Excerpt, pp. 20-28, The traumatic neuroses of war. Trauma and recovery. New York: Basic Books.

Supplementary readings (61 pages):

Shay, J. (1994). Ch. 10, The breaking points: Moral existence—what breaks? (pp. 165-181).

Hatzfeld, J. (2005). In the Shade of an Acacia and Remorse and Regret, pp. 148-164.

Janis, I. (1951). *Air War and Emotional Stress*. Ch. 6 exc 98-116 (19p), Ch 8 Adjustment mechanisms, pp. 153-179. (27p)

Week 9: Heroism, Suicide Bombers, and Other Forms of Sacrifice

NOTE: One hour reserved for 4 project presentations.

Core readings (51 pages):

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

Ehrenreich (1997). Chs 4 (58-76) & Ch. 10 (159-174).

Blackwell, A. D. (2006). Middle-class martyrs: Modeling the fitness effects of Palestinian suicide attack. Unpublished MS. 10 pp. text.

Supplementary readings (63 + some web pages):

Holmes, R. (1985). Ch. 7, Competition, diffidence and glory, pp. 270-315. *Acts of war: The behavior of men in battle*. New York: Free Press (45pp.)

Homer, *The Iliad*, Book 22: The Death of Hector, pp. 541-558.

See also Herodotus' twenty-second logos: and the battle of Thermopylae,
http://www.livius.org/he-hg/herodotus/logos7_22.html

Week 10: Protective Factors: Steps Toward a General Theory of War and Peace

NOTE: One hour reserved for 4 project presentations.

Core readings (83 pages):

Varshey, A. (2002). Ch. 5, Aligarh and Calicut: Civil life and its political foundations, pp. 119-148. *Ethnic conflict and civic life: Hindus & Muslims in India*. New Haven, CT: Yale University Press.

De Waal, F. (1989). Ch. 2, Chimpanzees, pp. 35-87. *Peacemaking among primates*. Cambridge, MA: Harvard University Press.

No Supplementary readings this week.

Grading

PS 607: I expect everyone to attend class sessions and participate in an informed manner in the seminar's discussions--consistent with "Preparation for class" above. In addition (because they will receive 5 credits rather than 3), PS students will develop a bibliographic essay on some aspect of the material covered in this class, or related to it. A bibliographic essay should include an annotated bibliography, but is much more than that; it is an essay about the literature as such, its strengths, weaknesses and gaps. You should be in a position to pick a topic for this project within the first two or three weeks. Each person will give a 15 minute presentation to the class on their work during weeks nine or ten. If you are taking the course for P/NP you will only have to participate as above; if you are taking it for credit, the presentation and the paper will be worth half of your grade.

Psych 607: For 3 credits, grades will be either A, B, or C (no plus or minus).

- A: Attends 9-10 of the class meetings, posts consistently thoughtful responses on Blackboard by the Tues midnight deadline, valuable contributions to class discussion, good or excellent summary and co-leading of class discussion during "on-duty" weeks.
- B: Consistently satisfactory responses, satisfactory or good summary and leading of class discussion, perhaps misses more than one class without compelling reason and compensating excellence when attending.
- C: Spotty attendance and responses satisfactory but sometimes missing, contributions to class below the standard expected for a graduate seminar.