

# Syllabus: 407 Psychology of War

updated 18 Jan

Psy 407, Winter 2011, Thurs 3-5:50, Straub 143

CRN 26261, 3 credits

Professor	Office	E-mail	Phone	Office Hours
Dr. Holly Arrow	357 Straub	<a href="mailto:harrow@uoregon.edu">harrow@uoregon.edu</a>	346-1996	Tues 11-12, 2-3, by appt

**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:** I define war as organized intergroup aggression 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 group 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. Student teams will help plan and co-lead most of the classes. 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, plus a special handout for the week each student team acts as discussion leader. 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>

**Athletes , Learning Disabilities, Other Special Circumstances:** 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 (such as needing to travel for games as a member of a UO sports team) that may require adjustments.

## Class Requirements and Activities:

**1. Readings.** Books at UO Bookstore and on reserve at Knight Library. Other readings (chapters, articles) will be posted on Blackboard. In the order we will read them:

Henderson, C. (1986) *Marine Sniper: 93 Confirmed Kills*. New York, N.Y. : Berkley Books.

Kraft, H.S. (2007). *Rule number two: Lessons I learned in a combat hospital*. New York: Little Brown & Co.

Lagouranis, T. (2007). *Fear up harsh : an Army interrogator's dark journey through Iraq*. New York, NY : NAL Caliber.

Beah, I. (2007). *A Long Way Gone*. London: Fourth Estate.

Ilibagiza, I. (2006). *Left to tell: Discovering God amidst the Rwandan holocaust*. Carlsbad, CA: Hay House.

**Week 1: January 6. Introduction: Sensory & Mythic realities***Reading:*

*Marine Sniper*, Chapters 1-7 (pp. 1-93)

**Week 2: January 13. The Psychological Impact of Killing***Readings:*

Finish *Marine Sniper*

Selections on Nonfirers and Killing Ranges from Grossman, D. (1995). *On Killing: The Psychological Cost of Learning to Kill in War and Society*. Pp. 17-39; 111-137.

Hatzfeld, J. (2005). *Machete Season: The Killers in Rwanda Speak*. Pages 28-40. New York: Farrar, Straus and Giroux. Optional: pp. 45

**Week 3: January 20 Sources and Nature of Combat Stress** Justin & Meagan*Readings:*

Kraft, *Rule number two*, through page 125.

Selections on Psychiatric Casualties from Grossman, D. (1995). *On Killing: The Psychological Cost of Learning to Kill in War and Society*. Pp. 43-82.

**Week 4: January 27 Wars New and Old** Joseph, Alex & Ben*Readings:*

Kraft, *Rule number two*, pp. 126 to end of book.

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.

Hedges, C. (2002). Introduction (pp. 1-7). *War is a Force that Gives Us Meaning* New York: Public Affairs, Perseus Books.

**Week 5: February 3 Animal Behavior** Adam, Sooz & Tanner*Readings:*

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

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

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

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 6: February 10 Special Screening: Hidden Battles**

*Hidden Battles* screening followed by discussion with the director, Victoria Mills

*Reading:*

Kleinman, A. (2006) Winthrop Cohen. Chapter 2 of *What Really Matters: Living a Moral Life Amidst Uncertainty and Danger* (pp. 27-45) Oxford: Oxford University Press.

**Week 7: February 17 Torture** Alexis, Dana & Wendy*Reading:*

Lagouranis, *Fear up harsh*, whole book

**Week 8: February 24 Children and War**

Devin &amp; Samantha

*Reading:*Beah, *A Long Way Gone*, whole book.**Week 9: March 3 Women and War**

Katherine &amp; Clare

## Readings:

Ilibagiza, *Left to tell*, Chapters 1-16.Zurbriggen, E. L. (2010). Rape, war, and the socialization of masculinity: Why our refusal to give up war ensures that rape cannot be eradicated. *Psychology of Women Quarterly*, 34, 538–549.**Week 10: March 10 Recovery**

Caitlin &amp; Carly

Ilibagiza, *Left to tell*, rest of the book.Bagilishya, D. (2009) Mourning and recovery from trauma: In Rwanda, tears flow within. *Journal of Transcultural Psychiatry*, 37, 337–353.

Tick, E. (2005). War and the soul: Healing our nation's veterans from post-traumatic stress disorder. Ch 12, Purification and Cleansing (pp. 201-216). Wheaton, IL: Quest Books.

**2. Participation.** Attendance and active participation during class are essential. You may miss one class without penalty, provided you contribute actively during the other classes.

**3. Written responses to reading.** Every class (except when you are on the special team for the day, see point 4 below) you will bring a short **\*typed\*** response to the readings for the week, 200-300 words, on a **single page** (1.5 space preferred). Bring **two copies** (one to turn in & one to consult during class). 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 among readings (both for that week and previous weeks). Refer to specific passages by author and page number.

**4. Special handout and other activities for “your” week.** In weeks 3-5 and 7-10, two or three-person presentation teams will *post a list of 3-5 discussion questions* in advance on Blackboard (by 5 PM the Wed before class), *lead the discussion* for part of the class, *summarize supplementary reading and other research* the team has completed, and select and show one or more YouTube or movie clips for the day. Classmates will evaluate the special team's contribution for the day. The team should also prepare a **1-2 page handout** for the week that lists supplementary readings and other resources you consulted on the topic, gives links to any video clips, identifies films for any film clips, etc. and summarizes the key things you learned in your supplementary research. If you email this to Holly in advance (by Thursday noon) she can make copies – if not, bring enough copies for the whole class.

**Class point breakdown for grades (150 total)**

Attendance & participation:	30 pts (full participation = full points)
Written responses to readings:	70 pts (out of 7 best, with all turned in on time)
Lead class & special response:	50 pts (evaluated by peers)

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