Peter T. Coleman

Morton Deutsch   *Editors*

Psychological Components of Sustainable Peace

Peace Psychology Book Series

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Daniel J. Christie

Peter T. Coleman · Morton Deutsch
Editors

Psychological Components of Sustainable Peace

Springer

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New York, NY, USA

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About the Contributors

Cecilia Albin, Ph.D. (Paul H. Nitze School, Johns Hopkins University), is a professor of peace and conflict research at Uppsala University, Sweden. She previously held research and teaching positions at the University of Cambridge and Reading University (UK) and has held visiting positions at several other research institutes and universities in the USA, Austria, Australia, and Israel. Her main research interests are international negotiation and conflict resolution in different issue areas including civil war, arms control, trade, and the environment. She is the author of *Justice and Fairness in International Negotiation* (Cambridge University Press, 2001) and many articles and book chapters on the role of justice in negotiation, among other themes.

Sarah J. Brazaitis, Ph.D., is a senior lecturer and the M.A. program coordinator in the Social-Organizational Psychology Program at Teachers College, Columbia University, New York City, where she teaches courses on group dynamics and improving team performance to master's- and doctoral-level students. As part of her group dynamics course, Dr. Brazaitis runs an experiential group relations conference (based on the Tavistock model of human relations training) that provides students with opportunities to learn in real time about covert processes affecting leadership and power in groups and organizations. She has written on conducting groups in education and health-care settings and the interplay of social identity and group dynamics. Dr. Brazaitis maintains a private practice of organizational consulting with a focus on improving group and team performance, executive coaching, and leadership development. Clients have included for-profit and not-for-profit organizations, universities, and medical centers. She received her Bachelor of Arts degree in psychology from the University of Pennsylvania and her masters and doctorate in counseling psychology from Teachers College, Columbia University. She is a member of the American Psychological Association, is a Fellow of the A.K. Rice Institute for the Study of Social Systems, and is a licensed psychologist in the state of New York.

Lan Bui-Wrzosinska is co-directing the International Center for the Study of Conflict and Complexity at the Warsaw School for Social Psychology, and is a

researcher at the Center for Complex Systems at the University of Warsaw, Poland. Her interests are focused on the dynamical systems approach to conflict escalation and intractability. She was the first recipient of the multidisciplinary fellowship on conflict and complexity honored by the International Center for Cooperation and Conflict Resolution at Teachers College, Columbia University. She has conducted research on conflict escalation dynamics, multidimensional scaling of conflict behaviors, as well as dyadic conflict interactions and negotiations.

Dan Christie, Ph.D., is a Fulbright specialist in peace and conflict studies and professor emeritus of psychology at the Ohio State University. As series editor of the *Peace Psychology Book Series* (Springer) and editor of the *Encyclopedia of Peace Psychology* (Wiley-Blackwell), he has sought to define, advance, and position peace psychology as a legitimate area of inquiry, practice, and activism in the field of psychology. As Fulbright specialist, he develops peace psychology courses and peace and conflict studies programs worldwide. His scholarly interests are broad and most recently focused on *zones of civility* or areas that remain peaceful despite being surrounded by organized violence, and *networks of civil activism* or nonviolent social justice movements. He served as president of the Peace Psychology Division of the American Psychological Association and Psychologists for Social Responsibility.

Peter T. Coleman holds a Ph.D. in social/organizational psychology from Columbia University, New York City. He is professor of psychology and education at Columbia University where he holds a joint-appointment at Teachers College and The Earth Institute and teaches courses in conflict resolution, social psychology, and social science research. Dr. Coleman is director of the International Center for Cooperation and Conflict Resolution (ICCCR) at Teachers College, Columbia University, chair of Columbia University's Advanced Consortium on Cooperation, Conflict, and Complexity (AC4), and a research affiliate of the International Center for Complexity and Conflict (ICCC) at the Warsaw School for Social Psychology in Warsaw, Poland. He has conducted research on ingroup/outgroup formation, the mediation of inter-ethnic conflict, intractable conflict, complexity theory and conflict, identity formation, moral emotions, ripeness and conflict, and on the conditions and processes which foster the constructive use of social power. In 2003, he became the first recipient of the Early Career Award from the American Psychological Association, Division 48: Society for the Study of Peace, Conflict, and Violence. Dr. Coleman co-edits *The Handbook of Conflict Resolution: Theory and Practice* (2000; 2nd edition 2006), and has authored over 70 journal articles and chapters. He is also a New York State certified mediator and experienced consultant.

Francisco Gomes de Matos, Ph.D., is a Brazilian scholar with a background in languages, linguistics, and law, and professor emeritus of linguistics at the Federal University of Pernambuco, Recife, Brazil. He received his M.A. in linguistics from the University of Michigan (where he taught at its English Language Institute) and a Ph.D. in applied linguistics from the Catholic University of São Paulo, where he

taught from 1966 to 1979. He was visiting professor at the State University of São Paulo, at the Museum of Anthropology (Mexico City), at the universities of Ottawa and Georgia (Fulbrighter), and a visiting scholar at the University of Texas (Austin). He was president of ABRALIN (Brazilian Linguistics Association) and of PILEI (Programa Interamericano de Linguistica y Ensenanza de Idiomas). He is currently helping develop peace linguistics, a field in which he is one of the world's pioneers. He is co-founder of Associação Brasil América, a Binational Center in Recife, and of the World Dignity University, where he has been probing communicative dignity. His interest in Glenn D. Paigès Nonkilling Approach led him to write the book *Nurturing Nonkilling: A Poetic Plantation*, where he uses poems as pleas for uses of nonkilling by professionals in many areas. He is also known for his sustained contributions to the teaching of English and of Portuguese as international languages and for his pioneering (1984) plea for a universal declaration of linguistic rights.

Morton Deutsch, Ph.D., is an internationally eminent social psychologist and has been widely honored for his scientific contributions involving research on cooperation and competition, social justice, and conflict resolution. He is professor emeritus of psychology at Teachers College, Columbia University. He has published extensively and is well known for his pioneering studies in intergroup relations, social conformity, and the social psychology of justice. His books include *Interracial Housing* (1951); *Theories in Social Psychology* (1965); *The Resolution of Conflict* (1973); *Distributive Justice* (1985); and *The Handbook of Conflict Resolution: Theory and Practice* (2000). Professor Deutsch's work has been widely honored by such awards as the Kurt Lewin Memorial Award, the G.W. Allport Prize, the Carl Hovland Memorial Award, the APA Distinguished Scientific Contribution Award, and the Distinguished Research Scientist Award. Additionally, he has received the two highest awards of the Association for Psychological Science: the William James Award and the James McKeen Cattell Award. Dr. Deutsch has also been president of a variety of organizations including the Society for the Psychological Study of Social Issues, the International Society of Political Psychology, and several divisions of the APA.

Abigail Disney, Ph.D., is the founder and the president of the Daphne Foundation, a progressive, social change foundation that makes grants to grassroots, community-based organizations working with low-income communities in New York City. She is also the producer of a much-celebrated documentary film, *Pray the Devil Back to Hell*, which chronicles the remarkable story of courageous Liberian women – ordinary mothers, aunts, and daughters, both Christian and Muslim – who came together to end a bloody civil war and bring peace to their shattered country. Over the years, Ms. Disney has played a critical role in a number of social and political organizations. She recently retired as chair of The New York Women's Foundation, of which she was a board member for more than 14 years. She serves on the boards of the Roy Disney Family Foundation, the White House Project, the Global Fund for Women, and the Fund for the City of New York, as well as the advisory boards of a broad range of organizations working in the areas of poverty, women's issues,

education, and environment. Ms. Disney received her bachelor's degree from Yale University, her master's degree from Stanford University, and her doctorate from Columbia University.

Daniel Druckman, Ph.D., is professor of public and international affairs at George Mason University, Fairfax, Virginia, and distinguished scholar at the University of Southern Queensland's Public Memory Research Centre. He has been scholar-in-residence at the Australian Centre for Peace and Conflict Studies at the University of Queensland in Brisbane, Australia, the Alcoa visiting professor at the University of Western Australia in Perth, the Vernon M. and Minnie I. Lynch professor of conflict resolution at George Mason, a member of the faculty at Sabanci University in Istanbul, and visiting professor at the Australian National University, the University of Melbourne, and National Yunlin University of Science and Technology in Taiwan. A prolific researcher, Dan was the recipient of the 2003 Lifetime Achievement Award from the International Association for Conflict Management and has just completed a term as the Association's president. His recent books include *Doing Research: Methods of Inquiry for Conflict Analysis* (Sage 2005, Best Book Award, IACM 2006), *Conflict*, 2nd edition with Sandra Cheldelin and Larissa Fast (Continuum 2008), and *Evaluating Peace Operations* with Paul F. Diehl (Lynne Reinner 2010).

Beth Fisher-Yoshida, Ph.D., is director and faculty of the Master of Science in Negotiation and Conflict Resolution and co-chair of the Advanced Consortium for Cooperation, Conflict and Complexity (AC4) at Columbia University. She is a facilitator, educator, mediator, and executive coach who takes a communication perspective and partners with clients globally to develop initiatives that will foster change resulting in improved communication, organizational performance, and quality of life. Dr. Fisher-Yoshida integrates conflict resolution, coordinated management of meaning, transformative learning, and intercultural communication in her work. She received her Ph.D. in human and organizational systems from Fielding Graduate University and is a certified clinical sociologist. She is a board member of the CMM Institute for Personal and Social Evolution.

Douglas P. Fry is professor and docent in the Developmental Psychology Program at Åbo Akademi University in Finland and an adjunct research scientist in the Bureau of Applied Research in Anthropology at the University of Arizona. He directs Åbo Akademi University's component of the Master's Program in Peace, Mediation and Conflict Research. An anthropologist by training, Fry is author of *Beyond War* (2007, Oxford) and *The Human Potential for Peace* (2006, Oxford) and coeditor of *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World* (2004, Routledge) and *Cultural Variation in Conflict Resolution: Alternatives to Violence* (1997, Erlbaum). He is currently working on an edited volume called *War, Peace, and Human Nature* to be published by Oxford University Press in 2013.

Leymah Gbowee, Liberian peace and women's rights activist, is a recipient of the 2011 Nobel Peace Prize. She is based in Accra, Ghana, where she is the executive

director of the Women Peace and Security Network (WIPSEN-Africa). She is also the *Newsweek Daily Beast*'s Africa columnist. As war ravaged Liberia, Gbowee realized it is women who bear the greatest burden in prolonged conflicts. She began organizing Christian and Muslim women to demonstrate together, founding Liberian Mass Action for Peace and launching protests and a sex strike. Her part in helping to oust Charles Taylor was featured in the documentary *Pray the Devil Back to Hell*. Gbowee has spoken publically numerous times on the issue of women in conflict situations. She was a panelist at several regional and international conferences, including UNIFEM's "Women and the Disarmament, Demobilization, Reintegration and Repatriation (DDRR) Process" and the United Nations Security Council's Arria Formula Meeting on women, peace, and security. In October 2007, the Women's Leadership Board at Harvard University's John F. Kennedy School of Government honored Ms. Gbowee with the Blue Ribbon Peace Award. Other honors include the 2010 John Jay Medal for Justice from the John Jay College of Criminal Justice, the 2009 Gruber Prize for Women's Rights, the 2009 John F. Kennedy Profile in Courage Award, and the Women's eNews 2008 Leaders for the 21st Century Award.

Alon Gratch, Ph.D., is a New York-based clinical psychologist and author. He received his Ph.D. in clinical psychology from Columbia University and has been a clinical supervisor at the Department of Clinical Psychology in Teachers College and New York-Presbyterian Hospital's College of Physicians and Surgeons. In his clinical psychology practice, Dr. Gratch sees patients in individual, couple, and group modalities. Over the years, he has also worked as a consultant in the areas of negotiations, crisis management, and leadership development. Dr. Gratch is the author of the international bestseller *If Men Could Talk: Translating the Secret Language of Men,* which has been translated into 25 languages, and *If Love Could Think,* which is in the process of translation and publication in Europe and South America. He is currently working on his next book, *The Israeli Mind*: *The Israeli National Character and How It's Shaping Our World,* to be published in Hebrew next year.

David W. Johnson, Ph.D., is an emeritus professor of educational psychology at the University of Minnesota. He is co-director of the Cooperative Learning Center. He held the Emma M. Birkmaier Professorship in Educational Leadership at the University of Minnesota from 1994 to 1997 and the Libra Endowed Chair for Visiting Professor at the University of Maine in 1996–1997. He received the American Psychological Association's 2003 Award for Distinguished Contributions of Applications of Psychology to Education and Practice. He and his brother Roger were awarded the Brock International Prize in Education in 2007. In 2008, he received the Distinguished Contributions to Research in Education Award from the American Education Research Association. In 2010, he received the Jeffrey Rubin Theory To Practice Award from the International Association for Conflict Management and the Program on Negotiation at the Harvard Law School. In 2011, he was awarded the Alfred M. Wellner Distinguished Career Psychologist Award given by the National Register of Health Service Providers in Psychology. He

received his doctoral degree from Columbia University. He has authored over 500 research articles and book chapters. He is the author of over 50 books. He is a past-editor of the *American Educational Research Journal*. Dr. Johnson is the recipient of awards for outstanding research and teaching from the American Psychological Association (1981), the American Society for Engineering Education (1984, 1997), the National Council for Social Studies (1986), the American Association for Counseling and Development (1988), and the American Educational Research Association (1996, 2004, 2010). He has been listed in Marquis' Who's Who in the World since 1982. For the past 40 years, Dr. Johnson has served as an organizational consultant to schools and businesses throughout the world. He is a psychotherapist.

Roger T. Johnson is a professor of curriculum and instruction at the University of Minnesota. He holds his doctoral degree from the University of California in Berkeley. He is the co-director of the Cooperative Learning Center. He and his brother David were awarded the Brock International Prize in Education in 2007. Dr. Johnson's public school teaching experience includes kindergarten through eighth grade instruction in self-contained classrooms, open schools, nongraded situations, cottage schools, and departmentalized (science) schools. At the college level, Dr. Johnson has taught teacher-preparation courses for undergraduate through Ph.D. programs. He has consulted with schools throughout the world. He taught in the Harvard-Newton Intern Program as a master teacher. He was a curriculum developer with the elementary science study in the Educational Development Center at Harvard University. For three summers he taught classes in the British primary schools at the University of Sussex near Brighton, England. Dr. Johnson has been honored with several national awards including the American Psychological Association, the American Society Engineering Education, National Council for the Social Studies, Minnesota Association for Supervision and Curriculum Development, University of Maine, and Ball State University. Dr. Johnson is the author of numerous research articles, book chapters, and books. Nationally, Dr. Johnson is a leading authority on inquiry teaching and science education.

Evelin Lindner, MD, Ph.D., is a psychologist, physician, and conflict researcher. Her research focuses on human dignity and humiliation. She is the founding president of Human Dignity and Humiliation Studies, a global transdisciplinary fellowship of concerned academics and practitioners who wish to promote dignity and transcend humiliation. In 1994, she obtained a doctorate in medicine (dr. med.) in Hamburg, Germany, and in 2001 a doctorate in psychology (dr. psychol.) at the University of Oslo in Norway. She is a research fellow at the University of Oslo since 1997, is affiliated with Columbia University in New York since 2001 (first the Conflict Resolution Network (CU-CRN), succeeded by the Advanced Consortium on Cooperation, Conflict, and Complexity (AC4) in 2009), and with the Maison des Sciences de l'Homme in Paris since 2003. Her book, *Making Enemies: Humiliation and International Conflict,* has been honored as "Outstanding Academic Title" by the journal *Choice* for 2007 in the USA. Her chapter on emotion and conflict in the second edition of the *Handbook of Conflict Resolution: Theory and Practice*, edited by Morton Deutsch, Peter T. Coleman, and Eric C. Marcus in 2006, was expanded

to a book in 2009. Her book, *Gender, Humiliation, and Global Security: Dignifying Relationships from Love, Sex, and Parenthood to World Affairs,* came out in 2010, and *A Dignity Economy: Creating an Economy That Serves Human Dignity and Preserves Our Environment* in 2011.

Eric C. Marcus, Ph.D., is a consulting social psychologist, based in New York City and specializing in building the capacity of individuals, groups, and organizations for a wide variety of public and private sector client systems. Primary areas of practice over the last 25 years include working with individuals and groups on issues of change, leadership and team development, intra- and intergroup mediation and conflict resolution, diversity, feedback, and related areas. Dr. Marcus is a certified mediator in New York State involved in community mediation in Bronx County. He is recent past president of the Organization Development Network of Greater New York and now serves on their advisory board. Eric is one of the co-editors of *The Handbook of Conflict Resolution: Theory and Practice* (2nd edition), with Morton Deutsch and Peter Coleman, in which he has a chapter on "Change and Conflict." Dr. Marcus is an adjunct faculty member at Teachers College and at Columbia University, teaching courses in conflict resolution, negotiation, team and organization development, and related areas. He received his M.A. and Ph.D. from Columbia University in social and organizational psychology, and a bachelor's degree from Binghamton University.

Marta Miklikowska, Ph.D., holds a master's of clinical psychology from Adam Mickiewicz University in Poznan and a doctorate in developmental psychology from Åbo Akademi University. Her research focuses on empathy, the role of values in sustaining peace, political socialization of adolescents, and democratic family functioning. Her articles have appeared in the *Developmental Psychology* ("Family Roots of Empathy-Related Characteristics," 2011), in the *European Journal of Developmental Psychology* ("Democracy Begins at Home," 2011), and in *Beliefs and Values* ("Values for Peace," 2010). She has also co-authored "Natural Born Nonkillers" (in *Nonkilling Psychology*, J. Evans P., ed., 2012). Currently she works within the Youth & Society research unit for the study of adolescents' development in a social context at Örebro University, Örebro, Sweden, as well as teaches within the master's program called Peace, Mediation and Conflict Reseach at Åbo Akademi University in Vasa, Finland.

Noraini M. Noor is a professor of psychology and coordinator of the Women for Progress Research Unit, International Islamic University Malaysia (IIUM). Her research areas relate to women's work and family roles in relation to well-being, individual differences and work stress, as well as peace psychology issues of race/ethnic relations. Currently, with a few colleagues, she is developing a peace and conflict program to be offered at the university taking into consideration the geohistorical context of Malaysia.

Andrzej Nowak, Ph.D., is a permanent half-time member of the Psychology Department, Florida Atlantic University. He is also director of the Center for Complex Systems at University of Warsaw, Poland, and he holds faculty positions

at University of Warsaw and the Professional School of Social Psychology in Warsaw. Prof. Nowak is one of the world's leading experts on the modeling and computer simulation of social processes. Using cellular automata, he has modeled the emergence of public opinion in society and linear versus non-linear societal transitions. At FAU, he conducts both simulation and experimental research in the Dynamical Social Psychology Lab in collaboration with Robin Vallacher. Current research projects include the use of cellular automata to simulate the emergence and maintenance of self-concept and linear and non-linear scenarios of societal change, the use of attractor neural networks to model interpersonal and group dynamics, and the use of coupled dynamical systems to simulate the emergence of personality through social coordination. Dr. Nowak is also developing software for identifying attractors (equilibrium states) in the temporal patterns of thought and emotion on the part of people diagnosed with various forms of mental illness.

Susan Opotow, Ph.D., is a professor in the Sociology Department at John Jay College of Criminal Justice (CUNY), subprogram head and professor for the Doctoral Program in Social Personality Psychology at the Graduate Center, CUNY, and faculty member in the Doctoral Program in Criminal Justice, CUNY. Her research examines *moral exclusion* – how people come to see others as outside their scope of justice and as eligible targets of violence, exploitation, and harm. It also examines *moral inclusion* – how people expand the scope of justice, extending rights and resources to previously marginalized groups. This research is situated within a variety of social contexts particularly environmental and schooling conflicts and postwar reconstruction. Prof. Opotow was elected president of the Society for the Psychological Study of Social Issues (2008–2009). She is a fellow of the American Psychological Association, the 2008 recipient of the Morton Deutsch Conflict Resolution Award, and the 2011 recipient of the American Psychological Foundation Lynn Stuart Weiss Award. She is editor of *Peace and Conflict: Journal of Peace Psychology* and secretary of the International Society of Justice Research.

Carolina Muñoz Proto, M.A., is a doctoral candidate in the social/personality psychology program at The Graduate Center City University of New York. Her research explores the psychosocial significance of nonviolence activism and the symbolic, material, and intergenerational implications of imprisonment and post-prison college. She has studied cross-cultural mentoring relationships as sites for effective alliance building and cooperation. Carolina was a recipient of The Society for the Psychological Study of Social Issues Applied Social Issues Internship (2009–2010). At the Graduate Center City University of New York, Carolina is a student researcher at the New Media Lab and a 2011–2012 Mellon Doctoral Fellow with the Committee on Globalization and Social Change. Carolina is also affiliated with the Public Science Project for participatory action research and design.

Betty A. Reardon, Ed.D., is founding director, emerita of the International Institutes on Peace Education (IIPE), a global consortium for continuing education on issues of peace, justice, and environment. The IIPE, held annually at universities in various

world regions since 1982, serves as an agent of the development of peace education methodology and international networking. She was also the initiator and first academic coordinator of the Hague Appeal for Peace Global Campaign for Peace Education. She works primarily on conceptual and theoretical areas of peace education, emphasizing practical application of theory to pedagogical practice and curriculum development. Her peace education work integrates human rights principles and feminist perspectives on global issues into its substance and methodology. She has published widely in peace education, human rights learning and gender, and peace and security. Among her publications are *The Gender Imperative: Human Security vs. State Security* (Routledge 2010), *Education for a Culture of Peace in a Gender Perspective* (UNESCO, 2001), *Educating for Human Dignity* (University of Pennsylvania Press, 1995), *Comprehensive Peace Education* (Teachers College Press, 1988).

Daniel L. Shapiro, Ph.D., is founder and director of the Harvard International Negotiation Program. He also is associate director of the Harvard Negotiation Project, associate faculty at the Program on Negotiation at Harvard Law, and an assistant professor in the psychology department at Harvard Medical School/ McLean Hospital. His research focuses on how to address the emotional and identity-based aspects of conflict management, and he has authored a wide array of publications on the topic, including *Beyond Reason: Using Emotions as You Negotiate*, co-authored with Roger Fisher. His international experience includes training Chinese officials, Serbian Members of Parliament, Middle East negotiators, Macedonian politicians, and senior US officials. For 3 years, he chaired the World Economic Forum's Global Agenda Council on Negotiation and Conflict Resolution, a multi-stakeholder group of former heads of state, business leaders, and security experts working together to establish global priorities on conflict management. Through non-profit funding, he developed a conflict management program that now reaches one million youth across more than 30 countries. In recognition of his work, Dr. Shapiro is the recipient of numerous awards, including the American Psychological Association's "Early Career Award" and the Cloke-Millen "Peacemaker of the Year" award.

Ervin Staub, Ph.D., is professor emeritus and founding director of the doctoral program in the psychology of peace and violence at the University of Massachusetts at Amherst, USA. He received his Ph.D. from Stanford University, California, and taught at Harvard University, Massachusetts. He has studied the roots of altruism, and the origins of genocide and mass killing as well as violent conflict, terrorism, their prevention, psychological recovery, and reconciliation. His books include the two-volume *Positive Social Behavior and Morality; The Roots of Evil: The Origins of Genocide and Other Group Violence*; *The Psychology of Good and Evil: Why Children, Adults and Groups Help and Harm Others; Overcoming Evil: Genocide, Violent Conflict and Terrorism* (2011) and a number of edited books. A forthcoming book is *The Roots of Goodness: The Development of Inclusive Caring, Moral Courage, Altruism Born of Suffering and Active Bystandership.* He is past president of the International Society for Political Psychology and of the Society for the Study

of Peace, Conflict and Violence. He has had varied projects in field settings: a training program for the state of California after the Rodney King incident to reduce the use of unnecessary force by police; in the Netherlands proposals to improve Dutch-Muslim relations; in New Orleans promoting reconciliation after hurricane Katrina; since 1998 trainings, seminars, and ongoing educational radio projects in Rwanda, Burundi, and the Congo to promote psychological recovery and reconciliation; workshops for raising caring and non-violent children; and a program for Training Active Bystander in schools to reduce harmful behavior by students. His work has been described in many newspapers and magazines, ranging from *The New York Times* and *The Washington Post* to *U.S. World* and *News Report* and *O(prah)* magazine. His book, *The Roots of Evil*, inspired a three-part television series that was shown on the Discovery Channel in the USA, Britain, and other countries. He received awards for lifelong contributions to peace psychology, for distinguished contributions to political psychology, for distinguished scholarly and practical contributions to social justice, and an international and intercultural relations prize. For other awards and downloads of articles, see www.ervinstaub.com.

Dean Tjosvold, Ph.D., is chair professor of management at Lingnan University, Hong Kong, and director of the Cooperative Learning Center. Simon Fraser University awarded him a University Professorship for his research contributions. He has published over 200 articles and 15 books on cooperation and competition, managing conflict, and leadership and power. He is past president of the International Association of Conflict Management and has served on several editorial boards, including the Academy of Management Review and *Journal of Organizational Behavior*. He is a partner in his family health-care business in Minnesota.

Robin Vallacher, Ph.D., is a member of the social psychology and evolutionary psychology programs and an affiliated member of the applied psychology program. He directs the Dynamical Social Psychology Lab, which investigates the dynamic properties of complex human experience at different levels of social reality, from individual functioning (e.g., self-concept, self-regulation, social judgment) to dyadic and group-level processes (e.g., close relations, societal change). Current research topics include evaluative coherence in social judgment, the dynamics of self-evaluative thought, the role of emotion in self-regulation, the emergence and maintenance of self-concept, behavioral and mental synchronization in social interaction, and the emergence of diverse justice beliefs in society and the potential for catastrophic change in these beliefs. These topics are investigated with laboratory experiments utilizing time-series data and by means of computer simulations (cellular automata, attractor neural networks, and coupled dynamical systems). Dr. Vallacher is also exploring the relevance of dynamic principles and methods for issues in evolutionary psychology and is adapting dynamical tools to identify the attractors (equilibrium tendencies) underlying the cognitive and affective dynamics of people diagnosed with various forms of mental illness.

Chapter 1
Psychological Components of Sustainable Peace: An Introduction

Morton Deutsch and Peter T. Coleman

Introduction

William James, the first peace psychologist, was a most distinguished scholar and also an insistent public voice on issues of war and peace. He was deeply opposed to imperialism and the war fever with which it was associated. He was at one time the vice president of the Anti-Imperialist League, and he published articles and letters in newspapers as well as made many speeches against the Monroe Doctrine, the Spanish-American War, the colonization of the Philippines and Cuba, and so forth (Perry, 1948).

James was opposed to war but he admired the heroic and courageous actions associated with the military. For James, the appeal of war and the military did not come primarily from people's negative predispositions, but from their desire to face challenge and adversity and in so doing, to realize their potentials in such virtues as fidelity, cohesiveness, tenacity, and heroism. In his famous paper, *The Moral Equivalent of War* (James, 1917), he sought to articulate how the manly virtues associated with the military and war could find expression in the midst of a pacific civilization and thus be a moral substitute for war.

This book takes a different orientation than that of James and much of psychological writings related to issues of war and peace. Their focus has mainly been on what psychological theory and research can contribute to the very important concern, *the prevention of war*. This book is concerned with what psychological theory and research can contribute to the promotion of a *harmonious, sustainable peace*.

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Underlying this orientation is our belief that promoting the ideas and actions which can lead to a sustainable, harmonious peace can not only contribute to the prevention of war, but will also lead to more positive, constructive relations among people and nations and to a more sustainable planet.

This chapter has three brief sections: (1) Psychological contributions to the prevention of war and violent, destructive conflicts; (2) The nature of a sustainable, harmonious peace; and (3) The psychological components of a sustainable, harmonious peace.

Psychological Contributions to the Prevention of War and Violent, Destructive Conflicts

Debunking the Inevitability of War

One of the earliest and most important contributions of psychologists and other social scientists was to debunk the myth that war was inevitable because of mankind's innate aggressiveness. As early as 1945, the Society for the Psychological Study of Social Issues published a book, *Human Nature and Enduring Peace* (Murphy, 1945), which included a statement endorsed by the leading psychologists of that time, "If man can live in a society which does not block and thwart him, he does not tend to be aggressive; and if a society of men can live in a world order in which the members of the society are not blocked or thwarted by the world arrangements as a whole, they have no intrinsic tendency to be aggressive" (p. 20).

On May 16, 1986 a multi-national and multi-disciplined group of scientists, organized by David Adams (a psychologist) issued the *Seville Statement on Violence,* which was subsequently adopted by UNESCO on November 16, 1989. The statement was designed to refute "the notion that organized human violence is biologically determined." The statement contains five core ideas. These ideas are:

1. It is scientifically incorrect to say that we have inherited a tendency to make war from our animal ancestors.
2. It is scientifically incorrect to say that war or any other violent behavior is genetically programmed into our human nature.
3. It is scientifically incorrect to say that in the course of human evolution there has been a selection for aggressive behavior more than for other kinds of behavior.
4. It is scientifically incorrect to say that humans have a 'violent brain'.
5. It is scientifically incorrect to say that war is caused by 'instinct' or any single motivation.

The statement concludes: "Just as 'wars begin in the minds of men', peace also begins in our minds. The same species who invented war is capable of inventing peace. The responsibility lies with each of us" (Adams et al., 1990).

Another myth that has been debunked is that there are no peaceful societies. Much work by anthropologists has demonstrated the existence of many peaceful societies, large as well as small. Some excellent books about peaceful societies are: Fry's (2006), *The Human Potential for Peace: An Anthropological Challenge to Assumptions about War and Peace*, Howell and Willis' (1989) *Societies at Peace: Anthropological Perspectives*, and Kemp and Fry's (2004) *Keeping the Peace: Conflict Resolution and Peaceful Societies around the World*.

Psychology and the Prevention of War

After the end of World War II, stimulated by the development of nuclear weapons, the emergence of the United Nations, and the development of the Cold War between the Soviet Union and the United States, a significant number of psychologists began to become active in applying psychology to the prevention of war. Such psychologists as Ed Cairns, Leila Dane, Joseph de Rivera, Morton Deutsch, Daniel Druckman, Ronald Fisher, Susan Fiske, Jerome Frank, Irving Janus, Herbert Kelman, Paul Kimmel, Evelin Lindner, Susan McKay, Susan Opotow, Charles Osgood Dean Pruitt, Ann Sandon, Milton Schwebel, Ervin Staub, Richard Wagner, Michael Wessels, Ralph White, and many others were very active in writing papers, giving talks, participating in conferences with citizen groups as well as with officials from the U.S. State and Defense Departments. They wrote about: motivations and misperceptions which led to war; such processes as "autistic hostility"; "self-fulfilling prophecies," and "unwitting commitments" that perpetuate destructive conflicts; they analyzed and criticized the psychological assumptions involved in "nuclear deterrence"; they considered processes for reducing tension and hostility such as mediation and GRIT (the graduated reduction in tension); they identified "group think" which, in tense situations, limits the alternatives of interpretation and action available to the group; they identified the conditions which give rise to destructive rather than constructive resolution of conflict; they analyzed current international hostilities such as the Cuban Missile Crisis and the Vietnam War in terms of how psychological factors affected their development and course. Scholars from other disciplines (political science, economics, sociology, law, etc.) often participated with psychologists in multidisciplinary books and conferences; most notably Andrea Bartoli, Jacob Bercovitch, Kenneth and Elise Boulding, Roger Fisher, Mary Parker Follett, Johan Galtung, Ted Gurr, Robert Jervis, Debra Kolb, Victor Kremenyuk, Louis Kriesberg, Jean Paul Lederach, Chris Mitchell, Robert Mnookin, Linda Putnam, Anatol Rapaport, David Riesman, Harold Saunders, Thomas Schelling, Gene Sharp, Larry Suskind, William Ury, and William Zartman.

They wrote about such topics as: arms control and disarmament; non-physical methods of disarmament; economic steps toward peace; East and West; military defense; reducing international tensions; building a world society; international cooperation and the rule of law, ethnic conflicts, negotiation and mediation.

Modern Peace Psychology

With the end of the Cold War, the break-up of the Soviet Union, and the dissolution of the pro-Soviet Eastern Bloc during the 1980s, the attention of Western peace psychology became less focused on preventing war between the United States and the Soviet Union.

As Christie et al. (2008, p. 542) point out:

> The focal concerns of post-Cold War peace psychology have become more diverse, global, and shaped by local geohistorical contexts in part because security concerns are no longer organized around the U.S.-Soviet relationship. For example, countries aligned with the Global South and developing parts of the world tend to associate peacebuilding efforts with social justice, in part because political oppression and the unequal distribution of scarce resources diminish human well-being and threaten survival. In geohistorical contexts marked by deeply divisive intractable conflicts and oppositional social identities, such as the conflicts in Northern Ireland, the Middle East and parts of Africa, research and practice often focus on the prevention of violent episodes through the promotion of positive inter-group relations. In the West, the research agenda is dominated by efforts to more deeply understand and prevent terrorism.

During the Cold War, but especially afterwards, not only were there many psychological articles and workshops aimed at psychological intervention into specific violent conflicts, whether at the international, intergroup, or interpersonal levels; there was also much psychological work to develop theory that might improve psychologically based interventions. Galtung's important distinctions between direct and structural violence (Galtung, 1969) provides useful distinctions between much of the early and more recent work of psychologists concerned with issues of peace, conflict, and violence. Structural violence is embedded in the values, social norms, laws, social structures, and procedures within a society or community which systematically disadvantage certain individuals and groups so that they are poorer, sicker, less educated, and more harmed than those who are not disadvantaged. Much of the early work was focused on direct violence; on the causes and conditions which give rise to aggression and physical violence. More recent work has often been concerned with the bidirectional relationship between conflict and social injustice (structural violence).

The literature and contributions to the modern fields of peace psychology and conflict resolution have grown so large that no summary will be presented here. However, in a number of recent books there are excellent presentations and summaries of this work. They include: Christie et al., (2001); Blumberg et al., (2007); Deutsch et al., (2006); Fisher (1990, 1997); Kriesberg (2006); Lederach (1994, 1997); Pruitt & Kim (2004).

The Meaning of a Harmonious, Sustainable Peace

In a book of essays on preventing World War III (Wright et al., 1962), Quincy Wright, a distinguished historian, wrote:

> A world society capable of settling international disputes and preventing war is possible, and that without such a society the maintenance of peace in the shrinking world will be increasingly difficult. The basic problem in preventing World War III is, therefore, the building of such a society. Observation of the history of groups merging into supersocieties indicated that such a development normally proceeds through four stages which may considerably overlay. They are (1) the establishment of *communication* and trade among independent groups; (2) the process of *acculturation* through mutual borrowing of technologies and syntheses of values; (3) the emergence of common cultural standards and techniques, inducing *cooperation* to maintain norms, achieve goals, and promote common interests in the developing culture; and (4) the increase of the efficiency of such cooperation by the establishment of a central *organization* with authority to recommend, guide, or even compel appropriate action, at first by the component groups and eventually by individuals.

Similarly, in the forward to the important book, *Building Peace: Sustainable Reconciliation in Divided Societies* (Lederach, 1997), Richard Solomon, President of the United States Institute of Peace, offered this image:

> **Sustainable peace** requires that long-time antagonists not merely lay down their arms but that they achieve profound reconciliation that will endure because it is sustained by **a society-wide network of relationships and mechanisms that promote justice and address the root causes of enmity** before they can regenerate destabilizing tensions (p. ix).

We agree with Wright and Solomon that a sustainable world peace will require the building of such a society imbued with such mechanisms and relationships. Below, we stress what we consider to be the psychological requirements of such a society.

1. A strong sense of positive interdependence among the units composing the greater society. They should feel as well as believe that the units are so linked that they "sink or swim together." Such common bonds are most prevalent in societies organized around cross-cutting structures, where members of different ethnic groups play, work, and socialize together (LeVine & Campbell, 1972; Varshney, 2002).

2. A strong sense of global, as well as local, patriotism and loyalty. Their sense of identity is strongly linked to the global as well as their local community. Such phrases as "Irish American", "Jewish American", and "Italian American" indicate the possibility of such dual or multiple identities.

3. The sharing of such basic common values as recognition that all human beings despite differences or disagreements have the right to be treated with respect, dignity, and justice as well as to have their basic needs fulfilled. The United Nations *Universal Declaration of Human Rights*, ratified on December 10, 1948 is a much fuller statement of these basic values.

4. Mutual understanding, which is fostered by the freedom to be informed as well as the freedom to communicate and by the ability to have the message being communicated expressed or translated so that it is mutually understood by the

sender and receiver of the messages. Quick, accurate computer translation of different languages may become a substitute for a common, universal language.

5. A sense of fair recourse. Inevitably, conflicts between people and between groups will occur and experiences of injustices and even oppression will arise. When such problems develop, the presence of fair and efficient means of recourse go a long way in decreasing the probability that they will culminate in either criminal or political forms of violence (Gurr, 2000). Of course, history is filled with instances of the opposite, where unmet needs combined with a limited sense of recourse resulted in extraordinary episodes of violence, revolution and human suffering.

6. Social taboos against the use of violence to solve problems. The biggest single predictor of spikes in violence in Western society is the presence of international wars (Gurr, 2000). There are similar correlations to be found between incidents of local ethnopolitical violence and the normalization of violence as a legitimate method of communal problem-solving, as well as between experiences of domestic abuse as a child and the perpetration of domestic abuse as an adult. In contrast, anthropological research has documented the central importance of social taboos against violence for fostering more internally and externally peaceful societies (Fry, 2006).

These six psychological requirements constitute a set of basic building-blocks for fostering a harmonious, sustainable peace. No one aspect would be sufficient, nor would the presence of all six necessarily be adequate. However, the more that a society invests in each of these components, the more they will decrease the prevalence of destructive conflict and the more they will increase the probability that peaceful relations will be sustained.

Psychological Components of Sustainable Peace

Below, we characterize briefly what we consider to be key psychological components; these were shown to the contributors as we invited their contributions. Individual chapters address these components as the distinguished contributors see fit. The chapters do not exhaust the potential contributions of psychological theory and research to the development of sustainable peace, nor do they cover what other disciplines (e.g., economics, political science, sociology, international relations, history, the physical and biological sciences) can contribute to the development of sustainable peace. Their aim is to stimulate other psychologists to make further contributions and to inform educated citizens and public officials as well as other social scientists of existing and potential psychological contributions to this area of knowledge.

The key psychological components discussed in this book are:

1. *Effective Cooperation*
   At the international level, the developmental of harmonious peaceful relations among nations will require effective cooperation in dealing with such issues as

climate change, proliferation of weapons of mass destruction, pandemics of contagious diseases, global economic development, failed states, and so on. Similarly, in interpersonal relations such as marriages, if a couple is unable to cooperate effectively on matters that are central to their identities whether it be religious concerns, sexual relations, political views, economic relations, life styles, child-raising, or in-laws it will be difficult for them to have a harmonious, peaceful marriage. Much research has been done on the conditions which give rise to successful cooperation and to its effects (see Johnson & Johnson, 2005; Deutsch, 2006, 2011).

2. *Constructive Conflict Resolution*

Among extended relations of all sorts – whether at the interpersonal, intergroup, or international levels – it is inevitable that conflict will arise. Some of the conflicts are not central to the relationship and may persist and be mainly ignored without harming the relationships. Other conflicts which threaten the well being or identity of one or more of the participants in the relationship cannot be suppressed or ignored without harming the involved parties and their relationship. How such conflicts are resolved – constructively or destructively – are critical in determining whether harmonious, cooperative relationships will persist and be strengthened or will deteriorate into bitter, hostile relations.

During the past several decades, there has been extensive theoretical and research investigation of the effects of constructive and destructive processes of conflict resolution as well as of the conditions which give rise to each process (for summaries, see for instance Deutsch et al., 2006; Bercovitch et al., 2009). There is also a growing literature of useful, practical, advice in how to manage conflict. (See for example, Moore, 1996; Gottman & Silver, 1999; Schneider & Honeyman, 2006; Thompson, 2008.)

3. *Social Justice*

Relationships that are just foster effective cooperation and constructive conflict resolution. Injustice and oppression, on the other hand, foster and are fostered by destructive conflict. Similarly, effective cooperation is inhibited or destroyed by injustice and oppression.

It is useful to make a distinction between <u>injustice</u> and <u>oppression</u>. Oppression is the experience of repeated, widespread, systemic injustice. It need not be extreme and involve the legal system (as in slavery, apartheid, or the lack of right to vote) nor violent (as in tyrannical societies). Harvey (1999) has used the term "civilized oppression" and Wing Sue et al. (2007) the term "microaggression" to characterize the everyday processes of oppression in normal life. Civilized oppression "is embedded in unquestioned norms, habits, and symbols, in the assumptions underlying institutions and rules, and the collective consequences of following those rules. It refers to the vast and deep injustices some groups suffer as a consequence of often unconscious assumptions and reactions of well-meaning people in ordinary interactions which are supported by the media and cultural stereotypes as well as by the structural features of bureaucratic hierarchies and market mechanisms" (Young, 1990, p. 41).

There is an extensive literature dealing with overcoming injustice and oppression which is too extensive to present here. The main themes are: *Awakening the*

Sense of Injustice, *Persuasion Strategies for Changing Oppression*; *Relationships and Power Strategies for Change* (see Deutsch, 2006, for more elaboration).

4. *Power and Equality*

The distribution of power, the equality or inequality of the parties involved in any relationship plays a critically important role in determining the characteristics of the relationship. For instance, Adam Curle (1971), a mediator working with ethnic conflicts in Africa in the 1960s and 1970s, observed that as conflicts moved from unpeaceful to peaceful relationships, their course could be charted from one of relative inequality between the groups to relative equality. He described this progression toward peace as involving four stages. In the first stage, conflict was "hidden" to the lower-power parties because they remained unaware of the injustices that affected their lives. Here, any activities or events resulting in *conscientization* (erasing ignorance and raising awareness of inequalities and inequities) moved the conflict forward. An increase in awareness of injustice led to the second stage, *confrontation*, when demands for change from the weaker party brought the conflict to the surface. Under some conditions, these confrontations resulted in the stage of *negotiations*, which were aimed at achieving a rebalancing of power in the relationship in order for those in low power to increase their capacities to address their basic needs. Successful negotiations moved the conflicts to the final stage of *sustainable peace*, but only if they led to a restructuring of the relationship that addressed effectively the substantive and procedural concerns of those involved.

5. *Human Needs and Emotions*

Neither effective cooperation, constructive conflict resolution, nor social justice is likely when basic human needs are unsatisfied. Maslow (1954) has identified the basic human needs as: physiological, safety, belongingness and love, esteem, and self-actualization. Frustration of these needs leads to diverse emotional consequences such as apathy, fear, depression, humiliation, rage, and anger. These emotions are not conducive to effective cooperation, constructive conflict resolution, or any other psychological component of a harmonious, sustainable peace. The view that the frustration of one's needs is purposeful and unjust gives rise to intense feelings of humiliation which Lindner (2006) has described as the "nuclear bomb of emotions".

6. *The Psychodynamics of Peace*

From Freud on, psychodynamic theorists have been interested in how individual and group psychodynamics have contributed to constructive, peaceful, or destructive, violent relationships at the international as well as interpersonal levels. The psychodynamic approach emphasizes the interdependence between internal conflicts and external conflicts. Thus, internal conflict between a socially prohibited desire (e.g., desire for homosexual contact) and guilt feelings may lead to anxiety and such defense mechanisms against anxiety as projection where the struggle in yourself is denied and is projected onto or attributed to another. External conflict can also give rise to internal conflict. Psychodynamic approaches also emphasize the importance of understanding how an individual, group, or society's past and development play a critical role in forming self identity as well as the values, symbolic meanings, attitudes, and predispositions to behavior.

7. *Creative Problem Solving*

   Betty Reardon, a noted peace educator, once said, "The failure to achieve peace is in essence a failure of imagination" (personal communication). The freedom and ability to imagine new possibilities as well as the capacity to select judiciously from these possibilities what is novel, interesting, and valuable (Simon, 2001) are central to creative problem-solving. The conditions which foster the freedom and ability to create novel and valuable solutions not only are conditions in the problem-solver (individual or group), but also are conditions in the social context, which affects the problem-solver. Creative problem solving is necessary to overcome the obstacles which block effective cooperation and the impasses which hinder constructive conflict resolution.

8. *Complex Thinking*

   Simple thinking is directed at the here-and-now and, often, has an "either or" quality. It does not take into account the future or past or what is occurring in different locales and remote places and that solutions to problems often involve the integration of apparently opposed alternatives and the creation of new alternatives. At the international level such problems as climate change, depletion of basic resources, world-wide economic recession, terrorism, and weapons of mass destruction require the ability to think of the future as well as of the past, to think globally as well as locally. Similarly, in married couples such issues as college tuition for one's children, retirement income, care for elderly parents, and maintaining the positive in marital relations requires complex thinking.

9. *Persuasion and Dialogue*

   As Ledgerwood et al., (2006) have pointed out: "Persuasion is distinct from coercion in that persuasion is influence designed to change people's minds, whereas coercion involves influence designed to change people's behaviors (with little regard for whether they have actually changed their minds)." Lasting change is more likely to result from persuasion than coercion.

   Persuasion involves communication by a *source* of a *message*, through a *medium*, designed to *reach* and influence a *recipient*. Whether the recipient will be persuaded by the message is a function of the characteristics of each of the foregoing elements as well as the characteristics of the relationship between the source and the recipient. Sustainable, harmonious peaceful relations require the mutual ability to persuade one another. Without this ability, a convergence of values, information, and actions as well as mutual satisfaction of needs is not likely to occur.

   Dialogue, unlike persuasion, is not unilateral. It is a mutual process in which the interaction parties openly communicate and actively listen to one another with mutual respect and a feeling of mutual equality. Each communicates what is important and true for her without derogating what is true and important for others. They seek to learn together and to find common meaning by exploring the assumptions underlying their individual and collective beliefs. Dialogue is a collaborative and creative process in which the participants are open to change as they seek common ground and mutual understanding.

10. *Reconciliation*

    After destructive conflicts in which the conflicting parties have inflicted grievous harm (humiliation, destruction of property, torture, assault, rape, murder) on one

another, the conflicting parties may still have to live and work together in the same communities. This is often the case in civil wars, ethnic and religious conflicts, gang wars and even family disputes that have taken a destructive course. Consider the slaughter that has taken place between Hutus and Tutsis in Rwanda and Burundi (Chap. 13); between blacks and whites in South Africa; between the "Bloods" and "Crips" of Los Angeles; the Protestants and Catholics in Northern Ireland; and among Serbs, Croats and Muslims in Bosnia. Is it possible for forgiveness and reconciliation to occur under such conditions? If so, what fosters these processes? Recently, a considerable psychological literature has emerged in response to this question (see Lederach, 1997, 1999, 2002, 2003, 2005).

After bitter destructive conflict, it can be expected that reconciliation will be achieved, if at all, after a slow process with many setbacks as well as advances. The continuous and persistent help and encouragement of powerful and respected third parties is often necessary to keep the reconciliation process moving forward and to prevent its derailment by extremists, misunderstandings or harmful actions by either of the conflicting parties. The help and encouragement must be multifaceted. It must deal, not only with the social psychological issues addressed so well in this volume, but also, justly, with such institutions as the economic, political, legal, educational, health care and security, whose effective functioning are necessary for a sustained reconciliation.

11. *Education*

One of the most important things that educators can do to foster each of the psychological components discussed above is to exemplify these components in their own behavior in and out of the classrooms and also in the pedagogy, curricula, and organizational functioning of the school. To achieve these objectives will require changes in the education and training of school personnel, particularly teachers and administrators, as well as new requirements in the hiring of school personnel.

In recent years, it has been increasingly recognized that schools have to change in basic ways if we are to educate children so that they are for rather than against one another, so that they develop the ability to resolve their conflicts constructively rather than destructively and are prepared to live in a peaceful world. This recognition has been expressed in a number of interrelated movements: cooperative learning, conflict resolution, and education for peace. In our view, there are several key components in these overlapping movements: cooperative learning; conflict resolution training; the constructive use of controversy in teacher subject matters; and the creation of dispute resolution centers in the schools; and development of knowledge of and a commitment to human rights and social justice. Students should also acquire – at the appropriate age level – substantive knowledge in such fields as political science, international relations, arms control and disarmament, economic development, the global environment, and world trade, which are also important to world peace, and other substantive knowledge and skills necessary to function as responsible adults. They should also become informed and sensitized to the many injustices that exist globally as well as locally so that they can be intelligently active in bringing about social change.

12. *Norms for Policy*

Psychological principles play a central role in the development of policies and norms that support sustainable peace, where peace is defined comprehensively to include the prevention and mitigation of episodes both of direct violence and structural violence. Sustainable peace requires changes at the level of norms, and policies and psychologically-informed principles and activism have played a role in changing policies and/or norms. Some potential examples can be found in research and activism/practice that created: (a) a climate that made the Oslo Accords possible; (b) a movement that led to the removal of secrecy clauses from the Truth and Reconciliation Act, thereby making some of the testimony public; (c) serial dramas that have been used to change norms in regard to intergroup relations; and (d) emancipatory agendas that have increased voice and representation among the oppressed throughout Latin America.

13. *The Practice of Sustainable Peace*

Peace is never achieved, but rather is a process that is fostered by a variety of cognitive, affective, behavioral, structural, institutional, spiritual, and cultural components. Accordingly, there are wide arrays of ideas and methods that can be learned, practiced and mastered to help bolster and sustain peace. This chapter will detail some of these practices.

The preceding discussion of psychological components of a sustainable, harmonious peace is meant to be an introduction, not a substitute for the excellent chapters which follow. It represents our preliminary thinking which gave rise to this book and stimulated our desire to have an expert in each area write each of the various chapters. We have asked the authors of the chapters to describe where possible:

1. The nature of the psychological component which is the focus of the chapter.
2. The conditions which give rise to it (Provide research evidence as well as theory).
3. Its effects, positive and negative (Provide research evidence as well as theory).
4. Generalize the implications of the preceding for the development of a harmonious, sustainable peace at the interpersonal, intergroup, and international levels.
5. Indicate what further development of theory and research is needed.

We have encouraged the authors to discuss the psychological components, which is the focus of their chapter, in the interaction of different types of social actors: the interpersonal, intergroup, and international. We believe it is fruitful to take a social psychological approach to all types of social interaction. Several key notions in a social psychological approach are:

1. Each participant in a social interaction responds to the other in terms of his/her perceptions and cognitions of the other; these may or may not correspond to the other's actualities.
2. Each participant in a social interaction, being cognizant of the other's capacity for awareness, is influenced by his/her own expectations concerning the other's actions as well as by his/her perceptions of the other's conduct. These expectations may or may not be accurate; the ability to take the role of the other and to predict the other's behavior is not notable in either interpersonal or international crises.