



Youth & Political Violence: Risk & Resilience Processes

Module Handbook
2018-2019

Semester 2
17TH January – 14th February
Thursdays 9:00- 11:00 am

PSY 3112

Module Co-ordinator: Dr Laura K Taylor
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MODULE DESCRIPTION

Youth exposed to political violence face an increased risk of developing externalizing problems, such as aggression, as well as internalizing disorders, such as depression. Children and adolescents may be active perpetrators of violence, participating as child soldiers, porters, or sex slaves or recruited into armed groups. Yet, not all youth exposed to political violence experience negative psychosocial effects; moreover, the constructive agency of youth amid conflict is not well understood. Toward this end, the module focuses on resilience processes, that is, identifying risk and protective factors can explain why and how political conflict affects youth. This module incorporates theory and research in developmental, social, and political psychology, with a focus on real-world application.

LEARNING OUTCOMES

Having taken the module students will be able to:

- Demonstrate knowledge of orienting theories and key concepts about how child psychosocial development is affected by war and intergroup conflict;
- Apply the foundational theories and concepts across a range of settings of political violence;
- Think critically and make constructive suggestions about how to improve research methods of empirical studies;
- Identify and describe a range of empirically-based prevention and intervention programs.

TEACHING METHODS & EXPECTATIONS

As a Level 3 module, the class will combine active class participation and group work, along with more formal lectures.

CLASS PARTICIPATION & GROUP WORK

As an interactive course, class attendance and participation are necessary. Students are expected to have completed the assigned reading prior to the class and to come prepared to share their insights, reflections, and questions about the material. To complement verbal participation, I will incorporate short writing exercises to provide different ways for students to share their ideas, such as entrance and exit cards or short-reflective questions.

In addition, the seminar aspect of the course will include work in pairs and small groups, frequently with people you may not know. Learning is reciprocal, and along with your peers, you will have the opportunity to teach each other and reflect on and learn from the class material. Active participation in these small group settings is essential and will include sharing that work in larger plenary sessions.

An essential part of honest discussions is that students feel comfortable. To create an atmosphere of trust and respect, students should refrain from using sexist, racist, or otherwise offensive language. If any of the subjects or language is sensitive, or causes students discomfort, they should feel free to come and talk to me, or address it directly with another person. A second part of class participation requires that students are not using cell phones, internet, or email during class which can be distracting for your peers and prevent you from fully participating during class.

LECTURES

Powerpoint slides from the lectures will be made available on Queen's Online to *help* with revision. However, be aware that these are designed as aids to the lecture itself, not as stand-alone revision tools. Students who rely only on these materials for revision are unlikely to have the knowledge that they need for the exam. **This means that you have to come to the lectures and take your own notes, as well doing all the core reading.**

However, full participation in the lectures and labs and keeping up with the core reading should be seen as the **minimum effort required** for this module. At this level, you need to take increasing initiative and responsibility for your own learning. This means going beyond the core reading, engaging critically with the material that you are being taught, developing your own informed position on the topics, and being able to support it with evidence. Evidence of deep, critical, understanding of the topics and wide use of learning resources will earn higher marks (see the marking criteria at the end of this booklet).

Big Picture Questions

These learning outcomes are designed to help students relate what we learn each week with three over-arching questions that frame the study of youth and political violence. Of course there are many other questions, but these are intended to serve as guideposts to give structure to reoccurring themes and issues we encounter.

- 1) How and why does political violence and conflict affect children and youth emerging into adulthood?
- 2) Under what conditions and for which groups of youth may these processes differ? Given the diversity of settings, are there any universal elements that we can identify to help protect adolescents from the negative impact of political violence?
- 3) What tools, methods, and approaches help us to understand these questions?

Recommended Books

- Barber, B.K. (Ed.) (2009). *Adolescents and war: How youth deal with political violence*. New York, NY: Oxford University Press.
- Cairns, E. (1996). *Children and political violence: Understanding children's worlds*. Oxford, UK: Blackwell.
- Cummings E.M., Merrilees C.E., Taylor, L.K. & Mondi, C.F. (2017). *Political violence, armed conflict, and youth adjustment: A developmental psychopathology perspective on research and intervention*. Switzerland: Springer Beliefs in Psychology.
- Christie, D.J., Wagner, R.V., & Winter, D.A. (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall. Available for free download here:
<http://academic.marion.ohio-state.edu/dchristie/Peace%20Psychology%20Book.html>
- Deng, A., Deng, B., Ajak, B. & Bernstein, J. (2005). *They poured fire on us from the sky: The true story of three Lost Boys from Sudan*. United States: Perseus Books Group.
- Filipovic, Z. (1994) *Zlata's diary: A child's life in Sarajevo*. New York: Penguin Books.

- Lederach, J. (2003). *Little book of conflict transformation*. Intercourse, PA: Goodbooks.
- McEvoy-Levy, S. (2006). *Troublemakers or peacemakers? Youth and post-accord peace building*. Notre Dame, IN: University of Notre Dame Press.

TIMETABLE

***** PLEASE NOTE THE NEW DAY AND TIME *****

***** BECAUSE OF SCHEDULING CONFLICTS, THE ROOM WILL ROTATE *****

Day	Time	Date	Room
Thu	9-11 am	17 Jan 2019	DKB/0G/512
Thu	9-11 am	24 Jan 2019	DKB/02/525
Thu	9-11 am	31 Jan 2019	DKB/02/525
Thu	9-11 am	7 Feb 2019	DKB/0G/512
Thu	9-11 am	14 Feb 2019	DKB/0G/512

****Required readings**

Week 1: Thursday 17th January

Topic: Introduction to the Course // Political Conflict and Youth Risk & Resilience Processes

Guiding questions: Who are we as a class? What experiences and expectations do we come with? What are our goals for the semester? What are YOUR learning objectives?

Guiding questions: What are the different ways to conceptualize or model violence, conflict, and peace? How are these terms related? Do we need them all?! How is the role of youth addressed, if at all, in the models we read about?

Readings:

- Crocker, C.A., Hampson, F.O., & Aall, P. (2001). Introduction. In C.A. Crocker, F.O. Hampson, & P. Aall (Eds.) *Turbulent peace: The challenges of managing international conflict* (pp. xv-xxix). Washington, DC: United States Institute of Peace.

Guiding questions: What major questions does this past work highlight? What roles do psychologists play and why? What assumptions are these authors trying to confront? How are the comparisons across contexts useful or not?

Readings:

- Barber, B.K. & Schluterman, J.M. (2009). An overview of the empirical literature on adolescents and political violence. In B. Barber (ed.), *Adolescents and War: How youth deal with political violence* (pp. 35-61). Oxford: Oxford University Press.
- Cairns, E. & Dawes, A. (1996). Children: Ethnic and political violence: A commentary. *Child Development*, 67(1), 129-139.

- **Wessells, M. (2016). Children and armed conflict: Introduction and overview. *Peace & Conflict: Journal of Peace Psychology*, 22(3), 198-207.

Guiding questions: *How do we understand and define resilience? Do all of the authors agree?*

Readings:

- **Barber, B. K. (2013). Annual research review: The experience of youth with political conflict--challenging notions of resilience and encouraging research refinement. *Journal of Child Psychology and Psychiatry*, 54(4), 461-473.
- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6-20.
- Tol, W. A., Song, S. Z. & Jordans, J.D. (2013). Annual research review: Resilience and mental health in children and adolescents living in areas of armed conflict – a systematic review of findings in low- and middle-income countries. *Journal of Child Psychology and Psychiatry*, 54(4), 445-460. doi: 10.1111/jcpp.12053

Guiding questions: *What are the strengths and weaknesses of a social ecological approach? How would you design a study to take into account factors at different levels of the social ecology?*

- **Betancourt, T.S. & Khan, K.T. (2008). The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International Review of Psychiatry*, 20(3), 317–328.

Week 2: Thursday 24th January

Topic: Escalation of conflict // Intergroup, Contact & Prejudice

****Required readings**

Guiding questions: *How do this theory of social conflict related to what we read last week?*

Readings:

- Kriesberg, L. (2003). *Constructive conflicts: From escalation to resolution*. United States: Rowman & Littlefield Publishers, Inc.
 - o Chapter 1 (pp. 1-27): Varieties and Stages of Conflict
- **Moghaddam, F. M. (2005). The staircase to terrorism: A psychological exploration. *American Psychologist*, 60, 161-169.

Guiding questions: *What are the connections between prejudice and political violence? How are age differences addressed, or not, in each of these articles? How would these look different in settings of more than two groups? What are some of the considerations of the “ideal conditions” that Allport explains in applied programs?*

Readings:

- Christ, O., Schmid, K., Lolliot, S., Swart, H., Stolle, D., Tausch, N., ... & Hewstone, M. (2014). Contextual effect of positive intergroup contact on outgroup prejudice. *Proceedings of the National Academy of Sciences*, 111(11), 3996-4000.
- **Hammack, P. L., Pilecki, A., & Merrilees, C. (2014). Interrogating the process and meaning of intergroup contact: Contrasting theoretical

approaches. *Journal of Community & Applied Social Psychology*, 24(4), 296. doi:10.1002/casp.2167

- Nesdale, D., Griffith, J., Durkin, K., & Maass, A. (2005). Empathy, group norms and children's ethnic attitudes. *Journal of Applied Developmental Psychology*, 26, 623-637. doi:10.1016/j.appdev.2005.08.003
- Paolini, S., Harwood, J. & Rubin, J. (2010). Negative intergroup contact makes group memberships salient: Explaining why intergroup conflict endures. *Personality and Social Psychology Bulletin*, 36, 1723-1738.
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90, 751-783.
- **Raabe, T., & Beelmann, A. (2011). Development of ethnic, racial, and national prejudice in childhood and adolescence: A multinational meta-analysis of age differences. *Child Development*, 82(6), 1715-1737.
- Turner, R. N., & Feddes, A. (2011). How intergroup friendship works: A longitudinal study of friendship effects on outgroup attitudes. *European Journal of Social Psychology*, 41, 914-923.

Week 3: Thursday 31st January

Topic: Amid Conflict – Social Identity Theory [Flipped Classroom]

****Required readings: This week you should read the jigsaw article assigned to your group letter BEFORE coming to class (see below)**

Guiding questions: *What are the connections between social identity, prejudice, and political conflict?*

Readings:

Jigsaw

- (A**) Barber, B. K. (2008). Contrasting portraits of war: Youths' varied experiences with political violence in Bosnia and Palestine. *International Journal of Behavioral Development*.
- (B**) Hammack, P.L. (2010). Identity as burden or benefit? Youth, historical narrative, and the legacy of political conflict. *Human Development*.
- (C**) Merrilees, C. E., Taylor, L. K., Goeke-Morey, M. C., Shirlow, P., Cummings, E., & Cairns, E. (2014). The protective role of group identity: Sectarian antisocial behavior and adolescent emotion problems. *Child Development*, 85(2), 412-420.
- (D**) Merrilees, E.M., Cairns E., Taylor, L.K., Shirlow, P., Goeke-Morey, M., & Cummings, E.M. (2013). Social identity and youth aggressive and delinquent behaviors in a context of political violence. *Political Psychology*, 34(5), 695-711.
- Muldoon, O. T. (2013). Understanding the impact of political violence in childhood: A theoretical review using a social identity approach. *Clinical Psychology Review*, 33(8), 929-939.
- Ajduković, D., Corkalo Biruski, D. (2008) Caught between the ethnic sides: Children growing up in a divided post-war community. *International Journal of Behavioral Development*, 32 (4), 337-347.

Week 4: Thursday 7th February

Topic: Amid Conflict // Internalizing, Externalizing and Constructive Outcomes

**Required readings

Guiding questions: Which theories are explicitly tested in these papers? How do the developmental theories differ and/or complement the social theories from earlier weeks? What similarities or differences do you see in the pattern of the findings? How might context affect the various results?

Readings:

- Abrams, D., & Killen, M. (2014). Social exclusion of children: Developmental origins of prejudice. *Journal of Social Issues*, 70(1), 1. doi:10.1111/josi.12043
- **Betancourt, T. S., McBain, R., Newham, E. A., & Brennan, R. T. (2013). Trajectories of internalizing problems in war-affected Sierra Leonean youth: examining conflict and postconflict factors. *Child Development*, 84(2), 455-470 16p. doi:10.1111/j.1467-8624.2012.01861.x
- **Boxer, P., Huesmann, L. R., Dubow, E. F., Landau, S. F., Gvirsman, S. D., Shikaki, K., & Ginges, J. (2013). Exposure to violence across the social ecosystem and the development of aggression: A test of ecological theory in the israeli-palestinian conflict. *Child Development*, 84(1), 163-177.
- Cummings, E.M., Taylor, L.K., Merrilees, C.E., Goeke-Morey, M.C., Shirlow, P., & Cairns, E. (2013). Relations between political violence and child adjustment: A four-wave test of the role of emotional insecurity about community. *Developmental Psychology*, 49(12), 2212-2224.
- Cummings, E. M., Taylor, L. K., Merrilees, C. E., Goeke-Morey, M. C., & Shirlow, P. (2015). Emotional insecurity in the family and community and youth delinquency in Northern Ireland: a person-oriented analysis across five waves. *Journal of Child Psychology and Psychiatry*. doi:10.1111/jcpp.12427
- Dubow, E. F., Boxer, P., Huesmann, L. R., Landau, S., Dvir, S., Shikaki, K., & Ginges, J. (2012). Cumulative effects of exposure to violence on posttraumatic stress in Palestinian and Israeli youth. *Journal of Clinical Child and Adolescent Psychology*, 41(6), 837-844.
- **Nasie, M., Diamond, A. H., & Bar-Tal, D. (2015). Young Children in Intractable Conflicts: The Israeli Case. *Personality and Social Psychology Review*.
- Taylor, L.K., Merrilees, C.E., Goeke-Morey, M.C., Shirlow, P., & Cummings, E.M. (in press). Trajectories of adolescent aggression and family cohesion: The potential to perpetuate or ameliorate political conflict. *Journal of Clinical Child and Adolescent Psychology*.
- **Taylor, L.K., Merrilees, C.E., Goeke-Morey, M.C., Shirlow, P., Cairns, E., & Cummings, E.M. (2014). Political violence and adolescent outgroup attitudes and prosocial behaviors: Implications for positive intergroup relations. *Social Development*, 23(4), 840-859.

Week 5: Thursday 14th February

Topic: Intervention Programs [Flipped Classroom] // Revision

****Required readings: This week you should ALL read Beelmann & Heinemann (2014) AND the jigsaw reading assigned to your group letter (see below) BEFORE coming to class.**

Guiding questions: *What are some of the issues or topics from earlier in the semester that these interventions address? How do the introductions of these papers relate to our earlier discussions of youth resilience? What are the connections between the diverse contexts in which these interventions are conducted? What systematic differences do you see between the intervention programs and why do you think those differences exist?*

Readings:

- **ALL** Beelmann, A., & Heinemann, K. S. (2014). Preventing prejudice and improving intergroup attitudes: A meta-analysis of child and adolescent training programs. *Journal of Applied Developmental Psychology*, 35, 10-24. doi:10.1016/j.appdev.2013.11.002
- (A**) Dybdhal, R. (2001). Children and mothers in war: An outcome study of a psychosocial intervention program. *Child Development*, 72(4), 1214-1230. doi: 10.1111/1467-8624.00343
- (B**) McMullen, J., O'Callaghan, P., Shannon, C., Black, A., & Eakin, J. (2013). Group trauma-focused cognitive-behavioural therapy with former child soldiers and other war-affected boys in the DR Congo: a randomised controlled trial. *Journal of Child Psychology & Psychiatry*, 54(11), 1231-1241 11p. doi:10.1111/jcpp.12094
- (C**) Slone, M., Shoshani, A., & Lobel, T. (2013). Helping Youth Immediately Following War Exposure: A Randomized Controlled Trial of a School-Based Intervention Program. *Journal of Primary Prevention*, 34(5), 293-307. doi:10.1007/s10935-013-0314-3
- (D**) Tol, W., Komproe, I., Susanty, D., Jordans, M., Macy, R., & De Jong, J. (2008). School-based mental health intervention for children affected by political violence in Indonesia: a cluster randomized trial. *JAMA: Journal of the American Medical Association*, 300(6), 655-662.
- Bekerman, Z. (2007). Rethinking intergroup encounters: rescuing praxis from theory, activity from education, and peace/co-existence from identity and culture, *Journal of Peace Education*, 4, 21-37.

GROUP	Student Name	Jigsaw Reading - Week 3 Social Identity	Jigsaw Reading - Week 5 Interventions
A1		(A**) Barber, B. K. (2008). Contrasting portraits of war: Youths' varied experiences with political violence in Bosnia and Palestine. <i>International Journal of Behavioral Development</i> .	(A**) Dybdhal, R. (2001). Children and mothers in war: An outcome study of a psychosocial intervention program. <i>Child Development</i> , 72(4), 1214-1230. doi: 10.1111/1467-8624.00343
A2			
A3			
A4			
A5			
A6			
B1		(B**) Hammack, P.L. (2010). Identity as burden or benefit? Youth, historical narrative, and the legacy of political conflict. <i>Human Development</i> .	(B**) McMullen, J., O'Callaghan, P., Shannon, C., Black, A., & Eakin, J. (2013). Group trauma-focused cognitive-behavioural therapy with former child soldiers and other war-affected boys in the DR Congo: a randomised controlled trial. <i>Journal of Child Psychology & Psychiatry</i> , 54(11), 1231-1241 11p. doi:10.1111/jcpp.12094
B2			
B3			
B4			
B5			
B6			
C1		(C**) Merrilees, C. E., Taylor, L. K., Goeke-Morey, M. C., Shirlow, P., Cummings, E., & Cairns, E. (2014). The protective role of group identity: Sectarian antisocial behavior and adolescent emotion problems. <i>Child Development</i> , 85(2), 412-420.	(C**) Slone, M., Shoshani, A., & Lobel, T. (2013). Helping Youth Immediately Following War Exposure: A Randomized Controlled Trial of a School-Based Intervention Program. <i>Journal of Primary Prevention</i> , 34(5), 293-307. doi:10.1007/s10935-013-0314-3
C2			
C3			
C4			
C5			
D1		(D**) Merrilees, E.M., Cairns E., Taylor, L.K., Shirlow, P., Goeke-Morey, M., & Cummings, E.M. (2013). Social identity and youth aggressive and delinquent behaviors in a context of political violence. <i>Political Psychology</i> , 34(5), 695-711.	(D**) Tol, W., Komproe, I., Susanty, D., Jordans, M., Macy, R., & De Jong, J. (2008). School-based mental health intervention for children affected by political violence in Indonesia: a cluster randomized trial. <i>JAMA: Journal of the American Medical Association</i> , 300(6), 655-662.
D2			
D3			
D4			
D5			

ASSESSMENT

Exam

Your exam will consist of one section with three questions. All students will be required to answer TWO questions.

Throughout the module you will be given examples of similar types of questions in class to help you prepare for the exam. Note that the revision session will take place on the final day of class; you will be expected to prepared questions for the revision session.

QUESTIONS ABOUT MODULE

Throughout the module, the module coordinator is happy to deal with questions you may have about the course and offer clarification where needed. **However, unless your question deals specifically with your own personal circumstances, please ask via the discussion forum on Queen's Online rather than by email.** This is for reasons of fairness and transparency: any information or advice given should be available to the whole class, otherwise there may be a sense that not everyone has access to the same information. I will do my best to ensure that questions are answered within 2 days of being asked.

Please consult the Psychology Student Handbook (formerly The Blue Book and The Blue Book's Friend): <http://go.qub.ac.uk/psyhandbook>. Here you will find many answers to common questions.

FREQUENTLY ASKED QUESTIONS ABOUT THE MODULE

Before posting a question about the module, please check that it is not already answered here. Any questions that are already answered here will be ignored!

Do I have to 'cover' everything about the topic for the exam?

No. Draw on particular aspects in order to make your point and relate it to the theme. Select what is relevant.

Will I be penalised (or penalized) for using U.S. spelling?

No. In a professional setting this would depend on the journal or source you were targeting with your writing and particular writing style guide that they recommend.

Conceptual Equivalent	% Pt	Mark Band	Level 3 Criteria
High/Excellent I (in addition to criteria for Definite/low 1)	90	85–100	<p><i>Exceptional answer, an exemplary piece of work showing:</i></p> <ul style="list-style-type: none"> • A very high level of critical analysis • A very high level of in-sight in the conclusions drawn • An in-depth knowledge and understanding across a wide range of the relevant areas including areas at the forefront of the discipline • Very thorough coverage of the topic • Confidence in the appropriate use of learning resources to support arguments made
Definite I	80	78–84	<p><i>Excellent answer showing:</i></p> <ul style="list-style-type: none"> • Considerable independence of thought and critical judgement with sustained critical analysis.
Low I	75	70-77	<ul style="list-style-type: none"> • A well developed ability to analyse concepts and ideas at an abstract level • A thorough understanding of all the main issues involved and their relevance • A substantial degree of originality • Substantial evidence of wide, relevant and critical use of learning resources • Good understanding of complex and problematic areas of the discipline
High 2.1	68	67–69	<p><i>Very good, comprehensive answer showing:</i></p> <ul style="list-style-type: none"> • Good understanding of relevant wider issues.
Definite/solid 2.1	65	64–66	<ul style="list-style-type: none"> • Well developed arguments with evidence of independent thought
Low/clear 2.1	62	60-63	<ul style="list-style-type: none"> • A good understanding of module material coupled with the ability to relate this to new ideas and concepts • Evidence of wide and relevant use of learning resources • Synthesis / integration of material from other modules/experience as well as the current module • Evidence of independent/autonomous learning
High 2.2	58	57-59	<p><i>Good answer showing:</i></p> <ul style="list-style-type: none"> • The ability to draw reasonable conclusions
Definite/solid 2.2	55	54–56	<ul style="list-style-type: none"> • Knowledge and awareness of the main issues
Low/clear 2.2	52	50–53	<ul style="list-style-type: none"> • A satisfactory understanding of module material • Little reference to resources outside module material

Conceptual Equivalent	% Pt	Mark Band	Level 3 Criteria
High 3 rd	48	47-49	<i>Adequate answer which:</i> <ul style="list-style-type: none"> Shows fair understanding of main issues Shows little familiarity with resources outside module material Makes arguments that are not strong Has a low but acceptable level of written expression
Definite 3 rd	45	44-46	<i>Passable just acceptable) answer which:</i> <ul style="list-style-type: none"> Contains some relevant material Contains significant omissions and/or inaccuracies Recognises the aim of the question and has attempted to answer it
Low 3 rd	42	40-43	<i>Marginally failing answer which:</i> <ul style="list-style-type: none"> Meets some of the necessary requirements Has some major inaccuracies Shows limited understanding of the module content
Marginal fail	35	35-39	<i>Unsatisfactory answer which:</i> <ul style="list-style-type: none"> Fails to meet most of the necessary requirements Shows little understanding of the major issues Indicates that knowledge is vague and skimpy Has many major inaccuracies
Weak fail	25	25-34	<i>Poor answer in which</i> <ul style="list-style-type: none"> There are few points relevant to the question The bulk of the answer is irrelevant/inaccurate There are major misunderstandings of the material
Poor fail	15	15-24	<i>Answer meeting none of the necessary requirements with:</i> <ul style="list-style-type: none"> Minimal or no material of value to the question asked No recognition of the question
Nothing of merit	0	0-14	<i>Answer meeting none of the necessary requirements with:</i> <ul style="list-style-type: none"> Minimal or no material of value to the question asked No recognition of the question