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## **BARIŞA YÖNELİK PSİKOLOJİK YAKLAŞIMLAR; MODERN PSİKOLOJİDE BARIŞ**

*Psychological Approaches to Peace; Peace in Modern Psychology*

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### **ÖZ**

Barış, disiplinler arası bir çalışma konusudur. Barış; uluslararası ilişkiler, siyaset bilimi, psikoloji, sosyoloji ve eğitim bilimleri gibi alanlarda ağırlıklı olarak çalışılmaktadır. Bu denli geniş bir çalışma alanı olan barış konusunun psikolojik temellerinin ve barışa yönelik psikolojik kuramların ortaya konulması gerekmektedir. Mevcut çalışmanın amacı, barış psikolojisinin tarihsel gelişimini ve barışa yönelik psikolojik yaklaşımları ortaya koymaktır. Bu çalışma, literatür taramasına dayalı olarak yürütülen bir derleme çalışmasıdır. Çalışma sonucunda barış psikolojisi kapsamında ortaya konulan kuramlar ele alınmış ve tarihsel gelişim içinde bu kuramların literatürdeki yerleri ortaya konulmuştur. Çalışmanın, en çok ihtiyaç duyulan zamanda Türkiye'de barış ve barış psikolojisi ile ilgili farkındalığın artırılmasına katkı sağlayacağı beklenmektedir.

### **ABSTRACT**

Peace is an interdisciplinary subject matter. Peace is mostly studied and addressed in the fields such as international relations, political sciences, psychology, sociology and educational sciences. It is essential to present psychological foundations of peace besides psychological theories of peace since peace occupies such a broad field. The aim of the current study is to introduce the historical development and psychological approaches to peace. Review approach was adopted in this study as it is based on literature review. In the end of the study, the researcher addressed psychological approaches to peace and the places of these approaches in the literature in the course of history. The current study is thought to redound to the literature in the way that it will raise awareness about peace and peace psychology.

## **1. INTRODUCTION**

Peace psychology is an interdisciplinary field where many disciplines and sub-disciplines such as social psychology, developmental psychology, political sciences, sociology, educational sciences, international relations meet (Vinayak and Sharma, 2016: 33). There is an increasing number of publications in the field of peace psychology. This fact indicates that peace and peace psychology have gained momentum recently. However, many psychologists still are not cognizant of how conflicts are resolved and peace is built. It should be kept in mind that ignorance about the cumulative knowledge about peace psychology inhibits practitioners and researchers from applying this field's insights to create peace within families, societies and between countries (Christie, Tint, Wagner and Winter, 2008: 540). That's why, it is necessary to exhibit up-to-date and current knowledge about peace psychology so that the practitioners and researchers could benefit from that. As a result, in this paper it was aimed to introduce historical development of peace psychology as well as presenting basic theories to peace.

## **2. TYPES OF PEACE**

Peace is divided into two types, namely, negative and positive peace. Negative peace corresponds to the non-existence of war or conflict while positive peace means the existence of frames of mind such as equality, fairness that are likely to help transform conflict. As a result, positive peace serves for the creation of peace while negative peace is simply the absence of war (Vinayak and Sharma, 2016: 33).

### 3. HISTORICAL DEVELOPMENT OF PEACE PSYCHOLOGY

Before peace psychology emerged as a field, the psychologists dealt with war and how the war can be prevented. William James could be considered as the first peace psychologist as he proposed to create a "young citizens service corps" to build communities rather than damaging them. As the World War II approached, a group of well-known psychologists came together and published a manifesto named "Human Nature and the Peace: A Statement by Psychologists". The Manifesto asserted that conflicts and war can be abstained and policymakers can work together to build a peaceful community (Christie et al., 2008: 541). Later on, social psychologists put forward knowledge about the causes of conflicts and wars and how peace could be managed. All these developments (contact hypothesis, eradicating racism) were welcomed by the scientists and peace psychology started to emerge as an independent field.

#### 3.1. Cold War and Post-Cold War Peace Psychology

The publications made in cold war indicate that the focus in cold war period shifted from individual behaviors to nation-wide behaviors. Moreover, researchers stressed preventing war rather than making preparations for war. In this period, peace was redefined. Before that, peace had been defined as the absence of war. However, later on peace was redefined as building peaceful and collaborative world besides avoiding conflict. As a result, peace gained an active meaning. It necessitated the community or researchers to do something to create cooperative relationships between individuals and countries. In post-cold war period, the conflict started to be localized. In cold-war period, the conflict was based on the relationship between the US and Soviet Union. However, in post-cold war period the focus shifted from cold-war conflict to managing terrorism, social justice within country. Moreover, the concepts such as peace-making, peace-building, structural and direct violence have started to gain value (Christie et al., 2008: 542). Furthermore, Graf, Kramer and Nicolescou (2006: 56) argue that postmodern wars started to get in the picture. Especially, ethnic conflicts, terrorism and within-state conflicts gained speed. Terrorists attacks indicate that the targets shifted from military personnel to civilians. After the diplomacy started to fail to resolve conflicts, conflict transformation approaches started to emerge.

### 4. BASIC THEORIES OF PEACE

Galtung (1967: 70) summarized thirty five theories of peace. Some basic theories are addressed in this paper:

*The Interpersonal Harmony World:* According to this theory, people live in groups such as family, peer groups, work groups, schools. People transfer their knowledge gained in one relationship to other relationships. As a result, the first relationships play a pivotal role in subsequent relationships. So, beneficial and good knowledge which is likely to contribute to peace building is preferred. The following variables are important to reach interpersonal harmony in individual (micro) level:

- a. **Education:** Education implies that certain facts and knowledge get permanent and persistent as they are taught, learned and repeated. In the context of this theory, education focuses on the probability of teaching interpersonal harmony in family or in a school so that the students can transfer their skills to their following relationships.
- b. **Socialization:** Socialization asserts that people's patterns of behaviours are indoctrinated in the first systems they take part in. So, family and school play an important role in the formation of behaviors. Later on, these behaviours can be transferred to the other systems.
- c. **Strongly connected interaction structures:** This refers to that fact that everybody takes part in information making and decision-making process so that no single group monopolizes these processes.
- d. **Multilateral interaction structures:** According to this, when important decisions are to be taken, the members of the groups are expected come together face to face and interact with each other. The members don't necessarily come together as homogeneous subgroups such as children or adults. This is believed to contribute to the democratic structure of the relationships.
- e. **Deliberate conflict management:** According to this, for conflict management to develop, people should take deliberate actions. It is not reasonable to expect conflict resolve by itself and peace develops by itself. Institutions and organizations could be established to resolve conflict and build peace.

- f. **Positive sanctions more than negative sanctions:** Using rewards when someone does something right may work better compared to using sanctions when someone does something wrong.

Graf et al. (2006: 63) defines Galtung's "*Transcend Approach*". This approach not only focuses on how to end direct violence but also focuses on how to transform structural and cultural violence. Transcend approach puts "dialogue" in the center and argues that conflicts could only be transformed through dialogue. In order to prepare parties for conflict transformation, dialogue is practised with each party separately. Through this dialogue process, each party has the chance to self-reflect and explore its unconscious dimensions of conflict formation. Transcend approach not only focuses on conflict transformation in micro or meso levels but also conflict transformation in macro (nation or international) level. Transcend approach argues that its aim is to equip people with training and peaceful means so that they can use them to transform conflict. Moreover, transcend approach emphasizes on working with the parties separately so that each party may self-reflect its actions. Via self-reflection process, parties are expected to think about their goals, actions redounding to conflict and understand themselves better. In this process, they are expected to come up with more peaceful and non-violent methods to manage conflict.

Apart from "transcend approach" by Galtung, Herbert Kelman's approach to peace and conflict resolution was addressed by Spillmann and Kollars (2010: 349). Kelman, first of all, worked on the Israeli-Palestinian conflict. The model he put forward includes the following steps:

- First, the problem is divided into parts and the different parts of the problem is analyzed by each party in an independent way,
- Second, after problem is analyzed by the parties, the parties put forward their proposals for solution. In this way, desirable goals of each parties are revealed,
- Third, permissive dialogue is utilized in order to convince each party to revise its position and come to compromise. In this step, encouraging the parties to reach a compromise by using rewards rather than sanctions is important.
- Fourth, small-group discussions are performed. The results of discussions are disclosed to the public and the readiness of the parties to agree to the compromise is observed.

#### 4.1. Democratic Peace Theory

Democracy is an important impetus for peace. This theory goes back to Immanuel Kant who defined democratic instruments such as collaboration, high regard for each other and understanding one another contributing to peaceful relationships between countries. Democratic peace theory is divided into two parts in terms of the propositions they put forward (Özkeçeci-Taner, 2002: 41):

1. Monadic proposition,
2. Dyadic proposition.

Monadic proposition asserts that the level of democracy of a country determines that specific country's behaviors towards other countries. The more democratic the country is, the less violent behaviors it will show to other countries including democratic and non-democratic countries. However, dyadic proposition argues that the government type of the rival country will impact the decision of war. In other words, democratic countries are more likely to declare war when confronting non-democratic countries. Because, democratic countries suppose that when they show hostility towards their non-democratic rivals, it is more likely that they will get support from the citizens of that non-democratic country.

As a result it is possible to see that the level of democracy is a determinant of war decisions. Democratic countries don't wage war with each other as both of them are democratic. So, in order to bring about international peace, first of all domestic peace and democracy should be ensured.

#### 4.2. Feminist Peace and Conflict Theory

Feminist Peace and Conflict Theory stresses the existence of women in conflict and peace issues. Until 1980s, Feminist Peace and Conflict Theory held the idea that men were the makers of war while women were the victims of war in all aspects ranging from domestic conflict to international war. However, modern supporters of this theory assert that war is a dismissal women from deciding about war that is more likely to affect women rather than men. However, both former and newer forms of this theory argue that women are ready there to redound to maintaining and building peace. Some radical supporters of this theory also argue that men's aggression is the result of war (Weber, 2006: 4).

### 4.3. Intergroup Contact Theory

Intergroup contact theory is one of the most pioneering theories in social psychology. The basic assumption of this theory is that the more contact between the members of different groups is, the more positive attitudes towards other group members will show up (Vezzali and Stathi, 2017: 1). It is believed that contact will eradicate prejudice among groups. There are four processes of change through intergroup contact. They are summarized below (Pettigrew, 1998: 70, 72):

- **Learning about the outgroup:** First of all, the members of different groups get to know each other better. The studies indicate that those who had contact with black people were more tolerant and less scared of the blacks.
- **Changing behavior:** Optimum level intergroup contact is necessary for behavior modification to come true. Behavior and attitude change go side by side. As a result of intergroup contact, both attitudes and behavior will shift in a more positive direction. Because as contact increases between groups and the behavior changes in a positive way, attitude should also be modified in order to avoid dissonance between attitudes and behaviors.
- **Generating affective ties:** In this process, it is believed that on-going contact will reduce negative emotions such as anxiety, fear and contribute to the increase of positive emotions. Emotion is an important factor in intergroup contact. When the contact rises between groups, they develop empathy towards out-group members.
- **Ingroup reappraisal:** In the last process, ingroup reappraisal is expected to come true. That's to say, ingroup norms and traditions are revised and modified if necessary. Reappraisal of ingroup norms may lead to the fact that group members think that their norms and customs are not the only ones. They learn to respect other groups' norms and customs via evaluating their own norms.

### 5. CONCLUSION

In this paper, firstly historical development of peace and peace psychology was covered. Later on, basic psychological approaches to peace were addressed. The study indicates that there is a lot to do in this field for practitioners and researchers. More research is necessary in order to fill in the gap in the literature in peace psychology.

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