

Psychology of Violence and Hate



Semester & Location:	Summer 2020 - DIS Stockholm
Type & Credits:	Core Course - 4 credits
Core Course Study Tours:	Berlin
Major Disciplines:	Psychology, Criminology/ Criminal Justice, Sociology
Faculty Members:	Susanna Z. Papp, Robert Örell
Program Director:	Lars Rossen – lro@dis.dk
Time	10.00 – 13.00

Course Description

How should we understand the psychology behind violence and hate? This course focuses on understanding radicalization processes, including psychological perspectives on the role of motivation, ideology, identity, and risk factors. Characteristics and mechanisms of violent extremist groups are considered with specific focus on unique intervention and preventive methodologies developed in Sweden.

In the first half of the course we discuss theories and processes of radicalization, asking questions of why people join violent extremist movements and whether common causes can be identified for varied forms of violent extremism. In the second half of the course, we review intervention targeting violent and extreme groups with a special focus on exit programs developed in Sweden. Case studies are discussed from violent right-wing and Islamic extremism contexts. The course offers students the unique possibility to benefit from frontline practitioners' professional experiences inside and outside of classroom.

Prerequisites: one psychology course at university level

Learning Objectives

By the end of this course students will be ...

- familiar with the key concepts and theories in the field of radicalization
- able to apply the theoretical concepts on cases
- knowledgeable on the variety of practices regarding intervention and prevention in the field
- able to critically evaluate theories and practices in the field of violent extremism

Faculty

Robert Örell - as a practitioner, Robert has two decades of professional experience with client work helping the re-integration of violent extremists. He held the position of director of Exit Sweden for over ten years. He is currently director of Exit USA at Life After Hate. Since 2011 Robert has a leading position in the European Commission's Radicalization Awareness Network (RAN). In recent years he has focused on capacity development, designing and holding trainings around the world.

Susanna Z. Papp, PhD. is a psychologist, lecturer and trainer. She earned her PhD in psychology at Eötvös Lóránd University in Budapest, her research focuses on analyzing conflicts and restorative justice practices from a social psychology perspective. Susanna has a

decade of experience as a full time lecturer holding courses in psychology and communication and over a thousand hours of holding communication and conflict-management trainings. She is trained in mediation and restorative methods.

Readings

Selected readings:

Victoroff, J., Kruglanski, A. W. (Eds.) (2009). *Psychology of Terrorism. Classic and Contemporary Insights*. New York: Psychology Press.

Koomen, W., Van der Plight, J. (2016). *The Psychology of Radicalisation and Terrorism*. New York: Routledge.

Mardsen, S. V. (2017) *Reintegrating extremists. Deradicalisation and desistance*. UK: MacMillan.

Horgan, J. (2009). *Walking Away from Terrorism. Accounts of Disengagement from Radical and Extremist Movements*. New York: Routledge.

Bjorgo, T., Horgan, J. (Eds.) (2009). *Leaving Terrorism Behind. Individual and Collective Disengagement*. New York: Routledge.

Field Studies

Students will participate in three field studies during their stay in Stockholm where the aim is to help them widen and deepen their knowledge outside of the classroom. During the field visits we invite students to learn about methods, projects and approaches designed to prevent or respond to radicalization as well as to get familiar with existing research to better understand the nature of violent extremism.

Please note that changes in the program may occur.

1. Drama Pedagogy Workshop

This workshop is a method demonstration on how drama pedagogy can be used to work with vulnerable young populations to help the prevention of radicalization. Students are invited to participate in interactive activities followed by a discussion of the method.

2. Visit and lecture at the Swedish Defense College

The Swedish Defense College is one of the prominent research institutes on violent extremism in Sweden. Students will hear about the latest research projects with a special focus on violent Islamic extremism.

3. Fryshuset Non-governmental Organization visit

Fryshuset is one of the largest youth center in Scandinavia. Our visit to the organization will focus on learning about the prevention projects designed for young people and the notion of passionate interest.

Potential Guest Lecturers

Tim Chapman – leading expert in restorative justice practices from Northern Ireland. Prof. Chapman will give an introduction to the principles and practices of restorative justice and we discuss the potentials this approach has in responding to violent extremism. He will also present a prison project where he worked with violent extremists.

Study Tour: Berlin

The course includes a 5-day study trip to Berlin. Besides experiencing the vibes of one of Europe's most diverse cities, the academic goals of the tour include learning about the historic lessons of the Holocaust and ways the country has faced its past. In addition, students will learn about contemporary challenges with the rise of violent right-wing and Islamic extremism as well as initiatives responding to these challenges.



Approach to Teaching

The class will involve an interactive pedagogy with lectures, group discussions, case study analyses, watching and discussing media content as well as guest lectures and field studies. Students are encouraged to apply theory in practice as well as sharing their viewpoints in class. The course instructors together with the students are responsible for creating a safe and engaging learning environment.

Expectations of the Students

In order to successfully complete the course students are required to attend all classes, field studies and study tour events. Active constructive participation is an important feature of the class, it includes active listening during lecture time, asking and answering questions, sharing knowledge and academic reflections during discussions or group-work in a respectful manner and being able to shift between these different work modes. Attendance encompasses arriving on time and prepared with the assigned reading and occasional homework. Students' proactivity is appreciated. Students are encouraged to proactively and constructively communicate their course-related academic and personal needs in order to make the best of their experience.

Evaluation

Course assignments are designed to help students deepen and integrate their knowledge of various sources (readings, visits, cases).

Grading

Assignment	Percent
Participation (individual)	25%
Short in-class quiz (individual)	10%
Study Tour Presentation (group)	25%
Final Paper Presentation	40%

Participation (25%) (individual)

The participation grade consists of 3 elements.

1. **Attendance:** physical and mental presence at each class as well as during the academic activities of the study tour. This includes coming prepared with assigned readings and tasks with the readiness to participate.
2. **Active constructive participation:** this element entails active engagement demonstrated by participation in class discussions, asking and answering questions as well as active listening.
In this course we acknowledge individual differences in being comfortable with verbal self-expressions, for this reason we aim to help students in various ways, eg. by giving discussion topics and questions in advance.
3. **Short homework:** in certain classes students will be given short homework (eg. a case study analysis). This element includes coming prepared with the assignment, ready to discuss it in class.

Short quiz (10%) (individual)

Students will write a short quiz focusing on the material of the first three sessions (readings and discussions) with the goal to integrate the knowledge of the conceptual and theoretical background.

Study Tour Presentation (25%) (group-work)

Students in small groups will be assigned to one of several topics that are discussed during study tour. Each topic is related to an academic visit during the tour and comes with assigned readings. Upon returning to the tour each group is requested to hold a short presentation integrating the academic readings with the observations and conclusions from the academic visit.

Final Paper Presentation (40%) (individual)

Students are requested to write a 5-page summary on a prevention or intervention initiative of their choice for the last class where they present and discuss the main arguments of their paper. The goal of the paper is to address a deficit in the field, namely that oftentimes there is a lack of integration of field practices to theories and research. Students are requested to embed the practice of their choice into theoretical backgrounds and research the context, the target group, and the method while critically evaluating it discussing the strength and limitations of the intervention program.

To be eligible for a passing grade in this class you must complete all of the assigned work.

Use of laptops or phones in class

In order to motivate students' engagement laptops or phones are required to be used for only note taking purposes unless instructed otherwise.

Course Summary:

Date	Details
Tue, July 7	Class 1. Introduction to the field of radicalisation: key concepts and contexts
Wed, July 8	Class 2. Psychological theories of radicalisation 1.
Thu, July 9	Class 3. Psychological theories of radicalisation 2.
	Field Study Visit 1.
Fri, July 10	Class 4. Motivations to join extremist movements
July 13-17 (Mon-Fri)	<i>Study tour to Berlin</i>
Mon, July 20	Class 5. The role of emotions in radicalisation Study Tour Group Presentations
Tue, July 21	Class 6. The social psychology of extremist groups: recruitment, indoctrination and justification of violence
	Field Study Visit 2.
Wed, July 22	Class 7. A starting point for interventions: the process model of radicalisation. Risk assessment
Thu, July 23	Class 8. Responses to violent extremism: an overview of intervention and prevention approaches
Fri, July 24	Class 9. Exit Programs
Mon, July 27	Class 10. Motivational interviewing and its use in exit work
	Field Study Visit 3.
Tue, July 28	Class 11. Preparation for the Final Paper
Wed, July 29	Class 12. Interventions in intergroup contexts: The Forgiveness Project
Thu, July 30	Class 13. Restorative justice approaches and their relevance in responding to violent extremism

Fri, July 31

Class 14. Final Paper Presentations. Course summary and conclusions

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