

MAKING MEANING OF JUSTICE AND PEACE

This comprehensive guide navigates the intersection of psychology, peacebuilding, and violence engagement among youth. Beginning with an exploration of psychology's role in social justice, it establishes the groundwork in restorative justice and peace education, areas ripe for psychological exploration. The book introduces the conceptualized peace framework, illuminating how young people interpret societal discourses to shape their identities within the context of peace and harmony.

Through empirical examples, the framework's efficacy is demonstrated, followed by practical methods and future directions for educators, practitioners, and policymakers. Core to its mission is unravelling the psychological mechanisms underlying participation in peace education and restorative justice, probing how past experiences influence engagement and shape social identities. By addressing these questions, the book offers a roadmap grounded in theoretical development, bolstered by empirical case studies and methodological approaches, to guide scholars and students in fostering peaceful, harmonious societies.

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The Progressive Psychology Book Series

This book is part of the Cambridge University Press book series, Progressive Psychology, edited by Fathali M. Moghaddam. As the science of human behavior, psychology is uniquely positioned and equipped to try to help us make more progress toward peaceful, fair, and constructive human relationships. However, the enormous resources of psychology have not been adequately or effectively harnessed for this task. The goal of this book series is to engage psychological science in the service of achieving more democratic societies, toward providing equal opportunities for all. The volumes in the series contribute in new and unique ways to highlight how psychological science can contribute to making justice a more central theme in health care, education, the legal system, and business, combatting the psychological consequences of poverty, ending discrimination and prejudice, better understanding the failure of revolutions and limits on political plasticity, and moving societies to more openness. Of course, these topics have been discussed before in scattered and *ad hoc* ways by psychologists, but now they are addressed as part of a systematic and cohesive series on Progressive Psychology.

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*A Developmental Lens to Restorative Justice and
Peace Education*

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CAMBRIDGE
UNIVERSITY PRESS



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Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of Cambridge University Press & Assessment,
a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of
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www.cambridge.org

Information on this title: www.cambridge.org/9781009360586

DOI: 10.1017/9781009360616

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When citing this work, please include a reference to the DOI 10.1017/9781009360616

First published 2025

A catalogue record for this publication is available from the British Library

A Cataloging-in-Publication data record for this book is available from the Library of Congress

ISBN 978-1-009-36058-6 Hardback

ISBN 978-1-009-36063-0 Paperback

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*For Ian, Lucas, and Anna, who have taught me what development
actually looks like*

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Foreword

This book will not solve the problems that motivate violence across the world. That kindling is complex, multifaceted, and diverse as structural inequalities, localized norms and traditions, individual personalities, psychological processes, and much more intersect to feed violence in all its forms. What it does is contribute to efforts to help address this violence at one of the best and most attended to areas of intervention: youth. It is said that hope springs eternal, and this is certainly true in the way young people are talked about, educated, and positioned in many settings. Of course, the focus on youth is not always positive, as they are also framed as instigators, troublemakers, and just general problems in other cases. In between these two extremes lies the reality, which is that young people are active agents navigating complicated social worlds and figuring out their places within these systems. Recognizing that young people hold potential for both peace and violence, it is also critical to attend to their developmental context: emerging cognitive abilities, looking ahead to future adult roles, and having less investment in established systems and norms.

Bringing this all together, the current volume offers psychologists, educators, policymakers, and students in these fields a framework to think through how young people can be understood and supported in their potential development as peacebuilders. In it, I review research in various areas, provide theoretical framing (describing *conceptualized peace* and rooting it in social and developmental psychology), present examples of applying this idea in different settings, and outline concrete methodological approaches that could be used to bring this idea to various other areas related to youth, peace, and development. A reader will find both an orientation to various fields – peace studies, progressive psychology, restorative justice, peace education – as well as ways they can bring the insights from this book to diverse areas in which they are working. It therefore would be of interest to readers who are immersed in the areas

of psychology, peace education, or restorative justice, as well as those who are new to these disciplines.

While I am a developmental psychologist and here employ a primarily psychological lens, at the same time my own background, training, and work are more holistic. We cannot build effective supports for young people and truly appreciate their development and potential without staying rooted in everyday lived realities (beyond laboratories, abstract ideas, and disciplinary silos). This volume embraces such a broader lens, with particular attention to the nuances of localized contexts to which these ideas might be applied, as well as offering concrete and useful steps for taking what is in the book and using it as researchers, educators, or policymakers.

Overall, this book is meant to provide a foundation, integrate across areas of work in building a more just and harmonious world, and offer a potential guide for researchers and others interested in better understanding young people's developmental trajectories in relation to this project.