A Graduate Level Curriculum for

Trauma Intervention and Conflict Resolution

In Ethnopolitical Warfare

Authored by the

Ethnopolitical Warfare Curriculum Conference Planning Task Force
of the

Steering Committee of the Joint Initiative on Ethnopolitical Warfare
of the

American and Canadian Psychological Associations

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Following the design conference, David Hart volunteered to set up a listserv for participants, and subsequently established a web page for the EPW Initiative with support from CPA. The web page houses a history of the EPW Initiative, a description of the design conference, and the complete curriculum document. Appreciation is expressed to David and to the web masters of the other sites that house the curriculum, including those of Divisions 9 and 48, PsySR, and the APA International Affairs page. All of these efforts will help in making the curriculum available to those institutions and individuals who will bring it into various forms of implementation as one way of counteracting the many destructive effects of ethnopolitical warfare.

A Graduate Level Curriculum for Trauma Intervention and Conflict Resolution in Ethnopolitical Warfare

Introduction

Overview

This document describes a graduate level curriculum of one- year duration for training psychologists and related professionals in the knowledge and skills necessary to provide trauma intervention or conflict resolution services in zones of ethnopolitical warfare (EPW). The curriculum was designed through an interactive conference that brought together over thirty specialists from a number of regions of the world who had expertise and experience working in EPW war zones. Sponsorship of the conference was provided by the American and Canadian Psychological Associations through their joint Initiative on Ethnopolitical Warfare, by Divisions 9 and 48 of APA, and by Psychologists for Social Responsibility. The conference was designed, organized and facilitated by a conference planning Task Force mandated by the Steering Committee of the Initiative.

After providing some background on the Initiative and the design conference, this report will outline the major elements of the curriculum and additional considerations relevant to its implementation. Appendices identifying the individuals involved in different phases of this enterprise and providing lists of resources helpful for implementation are also included.

APA/CPA Initiative on Ethnopolitical Warfare

The joint Presidential Initiative on Ethnopolitical Warfare was created in 1997 by the two then presidents-elect of the American and Canadian Psychological Associations, Dr. Martin Seligman and Dr. Peter Suedfeld. It grew from the concern and realization that destructive international conflict in the post Cold War era had entered a new and chilling phase of expression. Rather than engaging combatants in organized warfare with limited "collateral damage," these "total wars" between distinct identity groups (defined in ethnic, racial, religious or cultural terms) vying for political power destroy the very fabric of governments, institutions, communities and families. Civilian casualties are commonplace, child soldiers are forced to kill, human rights are violated on a massive scale, and all types of atrocities, including torture, rape and murder, are committed. Extreme violations against communal groups in the form of ethnic cleansing and genocide are the ultimate expressions of EPW.

In the aftermath of such terrible inhumanities, physical, social and psychological problems are both widespread and deep seated. Populations are uprooted, communities devastated, and individuals left in a state of post-traumatic stress on a large scale. The legacies of these conflicts include mistrust and hatred between communal groups, and a strong sense of mutual victimization that typically feeds future cycles of mass violence across generations. The needs for all kinds of services are very high at a time when the physical and social infrastructure for providing them has been destroyed or severely debilitated.

In the face of the incredible human problems brought about by EPW, the APA/CPA Presidential Initiative considers it urgent that psychologists collectively and systematically broaden and apply their

knowledge and skills to understand and deal with the social and psychological elements that relate to their areas of expertise. Although many clinical, social, peace and other psychologists have worked as individual professionals, some for many years, on the problems associated with EPW, the Initiative is a direct organizational response to what can be seen as the world's number one social issue.

Thus, the mission of the Initiative is to apply the tools of psychology to EPW, with the goals of stimulating scholarship on the causes and prevention of EPW, and of encouraging the training of psychologists in trauma intervention and conflict resolution. To work toward the mission, the two Presidents-elect invited a number of APA and CPA members and others with relevant expertise to form a Steering Committee that began meeting in mid-1997. The current Co-Chairs of the Steering Committee are Dr. Peter Suedfeld of the University of British Columbia and Dr. Daniel Chirot of the University of Washington. See Appendix A for a list of current Steering Committee members.

The goal of stimulating scholarship has been addressed through the sponsoring of an interdisciplinary scholarly conference on the causes and expressions of EPW held at INCORE (Initiative on Conflict Resolution and Ethnicity) in Northern Ireland in July 1998. The conference, chaired by Dr. Daniel Chirot and supported by an anonymous donor, brought together fifty of the world's leading experts on EPW to provide a conceptual and empirical base for further developments. A conference report has been issued and an edited collection of contributions is in preparation.

The ultimate aim of the Initiative is to establish several major institutes for the study and amelioration of EPW throughout the world. The Steering Committee for the Initiative has already identified potential sites and has established connections with interested psychologists at the University of Pennsylvania, the University of Cape Town in South Africa, the University of Ulster at Colerain in Northern Ireland, and the University of British Columbia in Canada. These institutes will serve as centers for research and training, supporting multidisciplinary teams of scholars investigating the causation, expression, and prevention of EPW, and developing professional training programs to equip psychologists and other professionals to provide mental health services and conflict resolution interventions to individuals and groups affected by EPW.

In parallel with the Initiative, the University of Pennsylvania established the Solomon Asch Center for the Study of Ethnic Conflict and received funding from the Mellon Foundation to design and implement a 10 week training program in the summer of 1999 at the postgraduate level for professionals interested in the mental health problems associated with EPW. As such, the Asch Center is serving as a prototype for the development of a larger EPW institute, for which major funding is currently being sought.

The goal of training psychologists in trauma intervention and conflict resolution was operationalized through a proposal for an interactive conference to design a generic curriculum, initially conceived to be at the post-doctoral level. This goal was also addressed through a secondary objective of the proposed conference: to assist in the development of a "Virtual Institute" consisting of a web page and an interactive modality on the internet that will support mental health workers who provide direct services to victims of EPW. The proposal was developed by a Task Force charged by the Steering Committee with the mandate to develop the conference agenda and seek funding for the event. The Task Force is chaired by Dr. Ron Fisher of the University of Saskatchewan and is comprised of other Steering Committee members and additional volunteers chosen for their relevant expertise. See Appendix B for a list of Task Force members.

The Curriculum Design Conference

During the fall of 1998, the Task Force developed a concept proposal for a curriculum design conference and identified potential sponsors and funders for such an event. In late December, a proposal was submitted to the United States Institute of Peace (USIP) under its solicited grants program in the topic area of conflict management training. The sponsoring organization for the grant proposal was identified as Psychologists for Social Responsibility and the Project Director was Dr. Ron Fisher, Chair of the Conference Planning Task Force. Also during this time, the Task Force received access to some operating funds made available through the APA/CPA Initiative. In early 1999, activities focused on identifying possible participants for the conference, and entering into an understanding with the Institute of World Affairs in Washington, DC, to use their conference center in Salisbury, Connecticut for the event. Upon the awarding of the grant from USIP in April, the Task Force began the invitation process and gained the sponsorship of APA Divisions 9 (Society for the Psychological Study of Social Issues) and 48 (Society for the Study of Peace, Conflict and Violence: Peace Psychology Division). The conference design was completed in early summer, and a detailed agenda and final logistical information was sent to participants.

The conference was held on August 12 to 15, 1999 at the IWA facility in northwestern Connecticut, which provided an accessible, yet secluded and relaxed setting to engage in creative work. Approximately thirty professional psychologists in addition to five Task Force members, who served as conference facilitators, were in attendance. The participant list speaks to the stature, competence and diversity of the group of attendees, from the United States, Canada, Northern Ireland, South Africa and elsewhere. The list of participants, including Task Force facilitators, is provided in Appendix C. Following the conference, a brief description was prepared for publication in the newsletters of Divisions 9 and 48, and CPA. An article based on interviews with selected conference attendees was prepared for the December issue of the APA Monitor.

The conference design was highly interactive, with plenary sessions used to organize and supplement the primary activity of small teams working intensively on different elements of the curriculum. Four "Design Teams" were formed in the areas of 1) cross-cultural psychology, 2) conflict analysis/prevention and peace education, 3) trauma relief and psychosocial healing, and 4) conflict resolution and reconciliation. This approach produced workable teams in terms of numbers of members (seven or eight), and also provided for considerable diversity in each team.

The overall flow of the design, following introductory panels on the challenges of trauma work and conflict intervention in EPW zones, involved the Design Teams producing one major element of the curriculum, and reporting back to a plenary session for comment, before proceeding on to the next element. The final conference agenda is given in Appendix D. Sequentially, the teams worked first to identify the competencies (knowledge, skills and attitudes/values) required for professional practice in their domain; second, the components (courses, training modules) necessary to train those competencies; and third, the resources (faculty, publications, internship settings) required to support the training process. Midway through the conference, the facilitators formed "Cross-Over" Teams: one to integrate the total curriculum, one to identify components for the Virtual Institute, and others to deal with specific issues that had been identified, for example, how to blend trauma work and conflict resolution into a process of intercommunal reconciliation.

One change in the intended curriculum from the initial proposal is that it is now cast as a graduate level

training experience, that could be incorporated into existing programs in modular form, or could be mounted as a one-year postdoctoral or post-master's experience. Participants believed that this change would increase the potential for implementation, particularly in areas of the world where a master's degree rather than a doctorate is the required level for professional practice. In addition, reluctance was expressed about placing the final curriculum on the World Wide Web for either public or private use. Given that the curriculum is being produced through voluntary effort and public funds, its availability should be directed toward public, not-for-profit, educational programs and institutions. The Task Force will consider how to accomplish this goal in the process of dissemination.

The Curriculum

Objectives

Given its disciplinary base in psychology, the focus of the curriculum in the first instance is to provide supplemental training for masters or doctoral-level psychologists, either in existing programs or following graduation through certificate or postdoctoral training. The domains of trauma intervention and conflict resolution both find appropriate base specialties in psychology: the former in clinical, counseling, educational and applied developmental psychology, and the latter in applied social, organizational and community psychology. However, it is clear that professionals trained in other disciplines also have the basic knowledge and skills upon which expertise in trauma intervention and conflict resolution can be built. In the trauma relief area, these would include social workers, psychiatrists, public health professionals, mental health nurses, and various counseling specialties. Disciplines that can serve as a base for conflict resolution work include sociology, political science, law, anthropology, community development, and communications. Other appropriate possibilities can likely be identified.

With this comment in mind, the objectives of the graduate curriculum are identified as follows:

1. To capitalize on the basic training of psychologists and other professionals in mental health or applied social science to train scholar-practitioners who can provide services in trauma intervention or conflict resolution in zones of EPW.

2. To infuse cross-cultural knowledge and sensitivity, and collaborative strategies of empowerment and partnership into the training process.

3. To blend trauma relief work and conflict resolution intervention into training scholar-practitioners who can facilitate reconciliation at the interpersonal, group and intergroup levels of societies divided by EPW.

Challenges

To work in zones of EPW, either during or following extensive violence, providing either mental health or conflict resolution services, is an immense challenge for both indigenous and external professionals. Recent experience has identified a range of challenges that graduates of this curriculum will face in a number of interrelated domains:

Cultural. Most graduates of the curriculum will be working in societies and cultures other than their own, and there will be a challenge to understand culture--one's own and the host culture(s). There is therefore a strong need for cross-cultural sensitivity and respect, and a challenge to be sensitive to language as it reflects differences in culture and power. Thus, an intervener must understand how his/her status, identity and role are received in the host culture and how cultural modes of behavior are directed toward him/her. There is a challenge to understand local structures of power, and how an intervener needs to appreciate and use local modes of intervention in addition to those s/he brings. There is a danger of imposing Western identities, values and approaches rather than respecting and collaborating with local personnel, who will be the primary service providers.

Ethical/Strategic. One challenge is to be sensitive to the ethical question of whose purposes are served by an intervention or service, and to realize the potential negative effects of interventions. Conflict will occur when interventions challenge the status quo in a society, for example, in terms of equity or social justice, or participation, and interveners need to be sensitive to their role in this process. In trauma intervention, it is important not to "medicalize" a political problem, such as human rights violations, and not to foster a victim mentality among those who have been violated. There is also an issue concerning the political and social costs and benefits of interventions for different groups, and how they may want to use the intervention for their own purposes. Thus, there is a challenge to be transparent about one's work, and to consult widely and invite wide participation in planning and implementing the work. There is a challenge to build local capacities and to encourage local control and ownership that serves sustainability. This indicates the need for mentoring, partnering and succession.

Methodological. There is a challenge for flexible and adaptable methods of inquiry and service that are appropriate to local customs and needs. Often, elicitive methods will be required to understand local perceptions and concerns. At the same time, interveners must have the capacity to monitor conflict situations constantly, and adapt their work accordingly. They must also understand the various and potentially shifting roles of third parties, and realize that how they are perceived today is not necessarily the same as tomorrow. Interveners need to understand methods of social change beyond their particular specialty, what the key leverage points for change are and how change is sustained. They must see their role as that of change agent and not simply service provider.

Systemic. There is a challenge for interveners to take a holistic view, to understand the social and political context of their work and its place in the various systems. It is essential to distinguish different levels of problems and related interventions, from the individual, to the group, and to the community. Often, multi-level, system interventions will be required to bring about change, and engaging in "puny" interventions will only raise unrealistic expectations and lead to disappointment or worse. Further challenges include the need for interagency networking and coordination in EPW zones, and the need for long-term involvement and the resources to support it in order to achieve adequate benefits.

Personal/Operational. Moving into a zone of EPW carries a range of challenges for the individual intervener to know oneself and one's situation and act accordingly. Each would-be intervener should do a critical analysis of her/his values, goals, abilities, methods, and resources relevant to working with others in difficult field situations. It is important to possess self-confidence, openness, adaptability and a capacity not to overreact to unexpected, culturally prescribed local behaviours. It is important to manage vicarious victimization in trauma relief work, and to maintain a sense of impartiality in conflict intervention, where parties have often victimized each other. And finally, in active zones of

EPW, it is important to safeguard the security of co-workers and clients, and not to prescribe interventions that place individuals at greater risk.

Pedagogical Approach

To meet the challenges facing scholar-practitioners working in EPW zones requires an approach to education that is learner-centered, participative, experiential, case/problem-focused, and team-based. The goal is to train professionals with the capacity to transform theory into practice in collaborative and empowering ways. Clearly, the selection of learners is an important challenge, and is given consideration below. Suffice it to say here, that the learning cohort in the program needs to evidence sufficient diversity in terms of age, gender, culture, training, and work experience so that an interactive, team approach will engage a variety of perspectives and resources.

Learners need to have a high degree of self and other awareness, so that they can interrelate their identities, capabilities and experiences with the learning process. The curriculum needs to challenge these individuals to reflect on their own qualities and competencies in relation to the training experience, and to move toward greater personal and professional development in trauma intervention or conflict resolution work. The aim is to increase the learners' capacities as reflective practitioners, who are highly aware of their role in service provision and are able to assess and improve their effectiveness.

The pedagogical approach needs to engage learners as active participants in their own learning, in interaction with others, in response to real problems, and in ways that parallel the process of fieldwork. Participants need to learn how to learn in concert with others who are supportive and yet different. Facilitators of the learning need to embody the values, strategies and skills that are being taught, and need to respect diversity in an empowering environment. Faculty and learners should seek input from professionals with opposing viewpoints on specific topics or the field in general, so that learners will be challenged to articulate their values and perspectives. The curriculum should generally follow a team-based, problem-focused approach, so that learners can experience working in a diverse, small group environment that brings a variety of views and expertise to bear on real world situations, similar to those that they will face in practice.

The methods of choice follow from the participative, interactive and experiential approach. Case study analyses, both individual and team-based, are valuable in learning to apply concepts and strategies to real situations. Structured exercises in skill training, role-plays and simulations are all useful methods for translating theory into practice in a nonthreatening manner. A variety of media should be used in the teaching aspects of the program to bring reality and freshness to presentations. The use of the Internet, in addition to traditional sources, should be integrated into learners' activities in gathering and assessing information. Field experiences and mentoring by local service providers are elements highly complementary to program-based learning. Throughout the training process, individual learning journals should be maintained by participants to capture and reflect on their experiences and identify the important learnings relevant to their development.

Elements of the Curriculum

Parameters

In order to develop a curriculum, there must be a specification of the parameters or boundaries within which the design is intended to fall. These include such items as overall duration, nature and scope of the major components, and their sequencing. The parameters for the proposed curriculum include:

* A one-year duration as a stand-alone program, or the equivalent of a one-year experience if integrated into a basic program of longer duration.

* Two teaching terms of three to four months duration, with three or four courses per term.

* An internship of approximately four to six months duration, which would follow one or both teaching terms.

* Courses of three or four credit unit's weight, including the internship, yielding a total of 20 to 30 credit units for the program.

* General courses on cross-cultural relations and conflict analysis would precede specialized courses in trauma intervention and conflict resolution, and capstone integration courses would finish out the program.

The parameters are mainly based on the American system of teaching terms and credit units, and need to be translated into other systems in which the program is to be implemented. The important point is that the program involves an intensive one-year training experience with full-time engagement during that period.

Competencies: Knowledge, Skills and Attitudes/Values

The outcomes from the training program are the competencies that the graduates should possess in terms of conceptual knowledge, practical skills, both analytical and behavioural, and the attitudes and values that underlie effective practice. Competencies are first articulated in each of the four areas considered by the Design Teams, and then presented in an integrated form after the curriculum design.

1) Cross Cultural Competencies:

a) Knowledge of:

* What is culture, and the ways that cultures differ and are similar

* One's own culture and its effects on attitudes, values, perceptions and behaviours

* Gender and cultural context

* Cultural change in terms of interaction between cultures and cultures in transition

* The impact of modernization and globalisation on cultures

* Cultural practices and how these impact development

* Cultural adaptation processes

* Social structures and power relations in the context of culture

* The significance of gender in patriarchal societies

* Intra- and intercultural oppression (the "isms")

* How political violence disrupts the social fabric

* How intervention affects the social fabric

* The impact of socio-economic inequity

b) Skills:

* Ability to gain awareness of own culture

* Intercultural communication

* Sensitive listening

* Ability to be a cultural translator

* Cultural empathy: analytic and behavioural

* Cultural synergy to create new practices

* Field survival skills in a different culture

c) Attitudes/Values

* Openness to how others perceive us and our culture

* Reduced ethnocentrism

* Critical evaluation of Euro-American and other dominant cultural assumptions

* Openness to being a student of culture

* Appreciation of multiple perspectives and complexities

* Modesty and graciousness

2) Conflict Analysis/Prevention and Peace Education

a) Knowledge of:

* the background conditions and processes of conflict, violence and peace (in an interdisciplinary, multilevel and culturally sensitive manner), including topics such as intergroup relations, ethnopolitical conflict, social identities, leadership, authority, bystander roles, conflict escalation, including the political manipulation of ethnicity, and conflict de-escalation.

* socialization of positive and negative ethnic attitudes and conflict behaviors

* socialization intervention methods for preventing EPW, such as conflict resolution training in schools, parental training, and media projects.

* community intervention methods for preventing or reducing conflict and promoting social justice

* ways to assess and monitor implementation or violation of international conventions and standards, particularly human rights.

b) Skills:

* research skills for conflict assessment, such as interviewing

* ability to integrate diverse sources of theory with information about the local cultural and historical context

* community organizing and mobilizing people into collaborative partnerships

* communication, social influence, leadership and group problem-solving

* responding to strong emotions, such as defusing anger

* mediation

* facilitation

c) Attitudes/Values

* openness to the reciprocal impact of self and situation

* openness to the contribution of other disciplines

* awareness of the limitations of one's cultural and disciplinary perspectives

* respect for the importance of indigenous knowledge and cultural context

* appreciation of creative problem solving and collaborative partnerships

* appreciation of one's own ethical principles that guide assessment and intervention

3) Trauma Intervention/Psychosocial Assistance

a) Knowledge of:

* the trauma and healing literature (clinical, theoretical and empirical)

* the impact of traumatic experiences on individuals and groups

* the requirements of healing

* information sources about the country, the culture and the conflict

* other humanitarian interventions

* ethical/political dilemmas

* discourse analysis and the politics of language

* the importance of spirituality in many cultures and in healing

b) Skills:

i) Psychological:

* ability to explore, respect and draw on local understandings of trauma and healing

* psychological assessment and referral/triage skills

* ability to understand and apply short-term, intermediate and long-term psychosocial interventions for traumatic stress and related psychosocial problems

* ability to understand the individual, community, social, cultural and political impact of violence in theoretical, cultural and systemic perspective

* ability to understand group and organizational dynamics in a familial/cultural perspective

* capacity for personal and psychological self-care

* capacity to manage vicarious traumatization

* capacity for critical self-awareness, awareness of one's role, and awareness of who is the client and who benefits from the intervention

ii) Programmatic:

* ability to identify key resources in the community

* ability to conduct a situational analysis of needs, resources, other interventions, etc.

* ability to construct culturally appropriate activities that lead to empowerment, healing and democratization

* capacity to use elicitive methods to understand local culture

* flexibility to respond to shifting needs

* ability to plan practical interventions based on understanding of theory and culture that recognize importance of psychosocial, health and economic well-being

iii) Training:

* ability to work strategically and in partnership in designing and implementing training programs in interpersonal skills and program development and evaluation

* ability to develop change support systems for self and others

c) Attitudes/Values

* capacity to work with individuals on all sides of a conflict

* high tolerance for the expression of feelings

* collaborative orientation fostering empowerment and partnering

* attitude of self-reflection on one's own culture and willingness to learn from others about their cultural experience

4) Conflict Resolution/Reconciliation

a) Knowledge of:

* conflict and its dynamics

* retributive versus restorative justice

* basic conflict resolution processes and approaches in the abstract with frameworks for mapping

* specific conflict resolution processes and approaches in contexts with examples

* models of practice including local ones

* contingency model of intervention

* strategies, tactics and stages of intervention

* reconciliation and forgiveness

* models of citizen participation, civil society, etc.

* language and its impact

* the importance of culture and context

* the field of conflict resolution: activities, resources, funding, networks, etc.

b) Skills:

* conflict assessment and mapping skills

* conflict resolution skills

* rapport-building skills

* group development and problem-solving skills

* design intervention skills (gaining entry, building teams--third party and local)

* skills for self-reflection, self-care, and self-evaluation

* skills at building cross-cutting relations

c) Attitudes/Values:

* openness, flexibility, cognitive complexity

* inquisitiveness and curiosity

* humility, fallibility and fairness

* transparency and candor (e.g., appropriately honest)

* high tolerance for the expression of conflict

* appreciation of differences and respect of others

* ability to focus on issues rather than personalities

* collaborative orientation

* capacity for moral inclusion

Components

The primary mechanisms for delivering the training are the courses and related experiences, particularly the internship. Courses are proposed in each of the four competency domains spread over two terms of study. Each course carries a weight of three credit units and consists of lectures, seminars, and experiential elements (case analyses, structured exercises, simulations, role plays) in a mix appropriate to the course focus and objectives.

Cross-Cultural Knowledge and Perspectives

This course consists of two parts: An introductory exposure to cross-cultural issues comprising the first two weeks of full time study, and a continuing element that will run through the first term. The rationale is to impress upon the participants the central importance of culture in working with people both within and between societies. This can best be accomplished through an intensive, immersion experience that challenges cultural assumptions, draws on the cultural diversity in the learning cohort, and stresses the cultural context of interventions. This element is operationalized through a variety of experiential methods, including structured exercises, role plays, story telling, cross-cultural interviews,

and case analyses that stress different cultural perspectives. The objectives are to increase learners' self-understanding of their own culture, their understanding of other cultures, and the role that cultural differences play in intersocietal interaction.

The second element is designed to deepen participants' understanding of culture and the cultural context of trauma and conflict resolution interventions. Topics include the meaning of culture, various approaches and models for understanding culture, and the functions that basic life events play in different cultures. Special attention is devoted to the ethics of intervening in other cultures, cultural variations in ethical codes, the processes occurring in chronically violent societies, and the questionable applicability of transporting methods of assessment to different cultures. The importance of understanding indigenous coping strategies and rituals in dealing with trauma and violent conflict is also examined. In addition to lectures and seminars, a variety of media presentations and interactive experiences are used to illuminate the role and effects of culture.

Potential Texts:

Augsberger, D. (1992). Conflict Mediation Across Cultures. Louisville, KY: John Knox Press.

Avruch, K. (1998). Culture and Conflict Resolution. Washington, DC: United States Institute of Peace.

Dubrow, N. et al (eds.). (1999). Honoring Cultural Differences: Trauma and War. New York: Oxford University Press.

Fry, D.P. and Bjorkqvist, K. (eds.) (1997). Cultural Variation in Conflict Resolution: Alternatives to Violence. Mahwah, NJ: Erlbaum.

Ross, M.H. (1993). The Culture of Conflict. New Haven, CT: Yale University Press.

Singelis, T.M. (1998). Teaching About Culture, Ethnicity, and Diversity. Thousand Oaks, CA: Sage.

Taylor, A. and Miller, J. (eds.) (1994). Gender and Conflict. Creskill, NJ: Hampton Press.

Conflict Analysis

This course provides concepts and tools that are useful for understanding the phenomenon of social conflict in general, and the development and expression of specific conflicts of a violent nature. In addition to classroom interaction, the course includes a practicum component, consisting of a case study carried out in small teams of a conflict that escalated to destructive levels of violence. In addition to drawing on a variety of the usual information sources, case analyses are based on interviews and observations in the situation of conflict when feasible. A number of topics in conflict etiology are examined, including the role of structural factors, human needs, cultural predispositions, social identity and differentiation, authoritarian and divisive leadership, and bystander responses. The importance of conflict escalation is stressed by considering different strategies and styles of addressing conflict, the effects of emotional and perceptual factors, models of escalation, and the role of the media and other social institutions.

Potential Texts:

Burton, J. (1990). Conflict: Resolution and Prevention. New York: St. Martin's Press.

Fisher, R.J. (1990). The Social Psychology of Intergroup and International Conflict Resolution. New York: Springer-Verlag.

Gurr, T.R. (1993). Minorities at Risk. Washington, DC: United States Institute of Peace.

Kriesberg, L. (1982). Social Conflict (2nd ed). Englewood Cliffs, NJ: Prentice-Hall.

Kriesberg, L. (1998). Constructive Conflicts: From Escalation to Resolution. Lanham, MD: Rowman & Littlefield.

Rappoport, A. (1995). The Origins of Violence: Approaches to the Study of Conflict. New Brunswick, NJ: Transaction Publishers.

Rubin, J.Z., Pruitt, D.G. and Kim, S.H. (1994). Social Conflict (2nd ed). New York: McGraw Hill.

Violence Prevention

This course addresses the question of how conflict in societies can be prevented from escalating to violence. It is concerned both with cases of successful prevention where conflict escalation has been limited, and cases where interventions have been successful in de-escalating conflicts that have approached widespread violence. The course includes a practicum that utilizes the same teams as the conflict analysis course in considering how early warning and prevention programs might have been used in the case in question, and how to design an intervention program that would de-escalate the conflict. Topics include socialization methods for preventing conflict in multi-ethnic societies, including cooperative learning, human rights education, anti-prejudice programs, peer mediation and conflict resolution training in schools, and media programs. Community intervention methods are also covered, such as dialogue forums, problem-solving workshops, projects promoting super ordinate identities and cross-cutting relations, coalition building, and monitoring human rights conventions. An understanding of conflict management systems for de-escalating conflicts and the importance of the ripeness of a conflict and timing for interventions are also considered.

Potential Texts:

Burrowes, R.J. (1996). The Strategy of Nonviolent Defense. Albany NY: State University of New York Press.

Irwin, R.A. (1989). Building a Peace System. Washington, DC: Expro Press.

Johnson, D.W. and Johnson, R.T. (1989). Cooperation and Competition: Theory and Research. Edna, MN: Interaction Book Co.

Lund, M.S. (1996). Preventing Violence: A Strategy of Preventive Diplomacy. Washington, DC: United States Institute of Peace.

Smith, D.C. and Carson, T.R. (1998). Educating for a Peaceful Future. Toronto, ON: Kagan and Woo.

Staub, E. (1989). The Roots of Evil. Cambridge, UK: Cambridge University Press.

Conflict Resolution

This course covers the concepts, strategies and skills useful for addressing conflict that has escalated to the point of extensive violence. In addition to lectures and seminars, a variety of experiential methods are used, including skill practice, role plays, simulations and reflective learning journals. Important concepts such as power, justice, reconciliation and peace are considered along with basic roles in conflict management such as peacekeeping, arbitration, negotiation, mediation, consultation, and facilitation. Strategic models, such as the dual concern or two-dimensional model and the contingency model of third party intervention, are used to help understand the choices and relationships among different interventions. Participants are exposed to a range of analytical, strategic and behavioral skills for conflict resolution: conflict assessment and diagnosis, interpersonal communication, interviewing, small group facilitation, negotiation, mediation, consensus building, and community organizing. Personal skills of self-reflection, self-care, self-evaluation, tolerance for ambiguity, and openness to experience are integrated into the training process.

Potential Texts:

Azar, E.E. (1990). The Management of Protracted Social Conflict. Hampshire, UK: Dartmouth Publishing.

Deutsch, M. and Coleman, P.T. (2000). The Handbook of Conflict Resolution. San Francisco, CA:Jossey-Bass.

Fisher, R.J. (1997). Interactive Conflict Resolution. Syracuse, NY: Syracuse University Press.

Wilmot, W.W. and Hocker, J.L. (1997). Interpersonal Conflict (5th ed). Dubuque, IA: Wm.C. Brown.

Montville, J.V. (ed.) (1991). Conflict and Peacemaking in Multiethnic Societies. Lexington, MA: Lexington Books.

Moore, C.W. (1996). The Mediation Process: Practical Strategies for Resolving Conflict (2nd ed). San Francisco, CA: Jossey-Bass.

Rothman, J. (1997). Resolving Identity Based Conflict in Nations, Organizations and Communities. San Francisco, CA: Jossey-Bass.

Wehr, P. (1979). Conflict Regulation. Boulder, CO: Westview.

Traumatic Stress: Impact, Assessment and Assistance

This course takes a systems perspective toward understanding the psychosocial impact of widespread violence and methods of assessing and responding to traumatic stress. Lectures and seminars are supplemented by case studies, video presentations, and role plays of helping interactions. The effects of violence, loss, suffering and traumatization on individuals, communities, societies and political systems are considered in theoretical and cultural terms. Participants are exposed to skills in psychological assessment and triage/referral, and to methods for implementing psychosocial interventions, from crisis response to long-term services, that are useful for addressing traumatic stress and related problems. Consideration is given to group and organizational dynamics from a familial and cultural perspective, and to the importance of spirituality in healing within many cultures. The dangers of vicarious traumatization and the importance of self-care, coping strategies and social support will be highlighted. Methods for assessing the effectiveness of interventions are included.

Potential Texts:

Agger, I. and Jenson, S.B. (1996). Trauma and Healing Under State Terrorism. London: Zed Books.

Apfel, R. and Simon, B. (1996). Minefields in their Hearts: The Mental Health of Children in War and Communal Violence. New Haven, CT: Yale University Press.

Briere, J. (1997). Psychological Assessment of Adult Posttraumatic States. Washington, DC: American Psychological Association.

Everly, G. and Lating, G. (1995). Psychotraumatology: Key Papers and Core Concepts in Post-Traumatic Stress. New York: Plenum.

Herman, J.L. (1992). Trauma and Recovery: The Aftermath of Violence from Domestic Abuse to Political Terror. New York: Harper.

Saakvitne, K.W. and Pearlman, L.A. et al (eds). (1996). Transforming the Pain: A Workbook on Vicarious Traumatization. New York: W.W. Norton.

van der Kolk, B., McFarlane, A.C. and Weisaeth, L. (eds.). (1996). Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society. New York: The Guilford Press.

Psychosocial Programs

This course focuses on the development of effective psychosocial programs to address traumatic stress and its effects in war torn societies. Based on lectures and other presentations, participants work in small program design teams to discuss various issues and create program components to address these. Attention is given to how local cultures view trauma and healing, and how to integrate these perspectives into theoretically and empirically based approaches to intervention. Issues of logistics and security are covered along with the necessity of completing a comprehensive situation analysis in terms of local needs/resources and the availability of other helping services. Ethical and political issues

in providing services are included, such as understanding who the client is and the dilemmas of humanitarian interventions. The design of programs covers selecting personnel, planning based in theory and cultural sensitivity, working in partnership for empowerment, building training and other skills, implementing the full program cycle, and evaluating effects using culturally grounded measures within a participative approach. The goal is to equip graduates with the ability to implement practical programs of healing that recognize the interrelated nature of economic, health and psychosocial well-being.

Potential Texts:

Anderson, M. (1998). Rising from the Ashes. Boulder, CO: Lynne Rienner.

Daniella, Y. et al (eds.). (1994). Trauma and Programmatic Intervention Ethics: International Responses to Traumatic Stress. New York: Baywood.

Moore, J. (1996). The UN and Complex Emergencies: Rehabilitation in Third World Countries. Geneva:UNRISD.

Peterson, K.C., Prout, M.F. and Schwartz, R.A. (1991). Post Traumatic Stress Disorder: A Clinician's Guide. New York: Plenum.

Intervention Design

This course provides a basis for creating, implementing and evaluating interventions in trauma relief and conflict resolution in societies ravaged by widespread violence. In addition to lectures and seminars, participants work in teams to design potential interventions in topical cases, and use a learning journal and group discussions to develop their skills as reflective practitioners. The strategies and stages of intervention are considered from entry and contracting, to building third party and local teams, mapping the conflict environment, creating networks of coordination, implementing and sustaining and institutionalizing the intervention, and exiting. The importance of elicitive methods and collaborative approaches for building local capacities and partnerships are stressed. Evaluation of interventions is discussed in both micro and macro terms, and the intervener's own theory of practice and ethical principles of intervention are emphasized. Learners will consider methods for enhancing self-awareness and providing self-care as interveners.

Potential Texts:

Bennis, W.G., Benne, K.D. and Chin, R. (eds.). (1985). The Planning of Change (4th ed). New York: Holt, Rinehart & Winston.

Bermant, G., Kelman, H.C. and Warwick, D.P. (eds.). (1978). The Ethics of Social Intervention. Washington, DC: Halstead Press.

Doob, L.W. (1993). Intervention: Guides and Perils. New Haven, CT: Yale University Press.

Mitchell, C. and Banks, M. (1996). Handbook of Conflict Resolution: The Analytical Problem Solving Approach. London: Pinter.

Saunders, H.H. (1998). A Public Peace Process. New York: St. Martin's Press.

Peacebuilding and Reconciliation in Divided Societies

This course is an integrative seminar that serves as the capstone for the residential part of the training experience prior to internship. Faculty and learners from the two streams will consider how trauma relief and conflict resolution can be integrated in order to bring about reconciliation in divided societies. The seminar thus creates a learning space for linking psychological responses to violence and human rights violations to post-conflict reconciliation between warring communities that will break the cycle of violence. Learners in each stream serve as consultants to those in the other in order to develop an integrated vision on how to foster reconciliation in the wake of collective violence. Local approaches to reconciliation and the significance of the cultural context are paramount in designing programs of reconciliation and forgiveness. The limited and yet often necessary roles of external interveners in dialogue facilitation, conflict analysis and social reconstruction are considered in relation to processes of intercommunal reconciliation and conflict transformation. Consideration is also given to civilian-military coordination in peacekeeping and peacebuilding, so that cooperative efforts can maximize the benefits of intervention.

Potential Texts:

Henderson, M. (1996). The Forgiveness Factor. London: Grosvenor Books.

Lederach, J.P. (1997). Building Peace: Sustainable Reconciliation in Divided Societies. Washington, DC: United States Institute of Peace.

Love, M.T. (1995). Peace Building Through Reconciliation in Northern Ireland. Idershot: Aveburg.

Shriver, D.W. (1995). An Ethic for Enemies: Forgiveness in Politics. New York: Oxford University Press.

Tavuchis, N. (1991). Mea Culpa: A Sociology of Apology and Reconciliation. Stanford, CA: Stanford University Press.

The Internship

The internship is an intensive, full-time, four-month field experience in providing trauma relief or conflict resolution services in an active or post-conflict war zone. The internship is to be cross-cultural or multi-cultural in nature, and is to involve interns in practicing knowledge and skill application rather than program support or low-level administrative skills. Internships are organized and overseen by a committee of three faculty from the program. Local or international organizations providing services constitute an agency base for the internship, while local professionals or NGO staff provide mentoring and supervision. Alternatively, internships are arranged with NGOs that provide services through

regular and intensive field trips. The overall purpose of the internship, competencies to be acquired or practiced, responsibilities of the parties, and a process for evaluation are specified in an internship contract. When possible, internships for three to five learners are arranged in the same setting or NGO, so that group supervision and team learning make effective use of human resources. Health and security issues are the responsibility of the host organization, and must be managed to the satisfaction of the oversight committee. A debriefing experience of a group nature is provided for returning interns with the involvement of program faculty and the oversight committee.

Integrated Curriculum Design

The courses and internship are sequenced in a one year program in which theoretical and analytical foundations are followed by training and application in strategic and practical skills. If the curriculum is integrated into ongoing graduate programs, a similar sequence of core components should be followed in order to produce scholar-practitioners who can translate theory into practice. The blending of these two specialties with participants' existing knowledge and skills in clinical and consulting practice must be maximized in either case. The sequence of courses is outlined in the Figure 1.

Figure 1. The Curriculum Design

Stream	Term One	Term Two	Term Three
TI & CR	Cross-Cultural	Violence Prevention	Internship
TI & CR	Conflict Analysis	Intervention Design	
TI & CR	Traumatic Stress		
TI	Psychosocial Programs		
CR	Conflict Resolution		
TI & CR	Reconciliation Seminar		

The curriculum is designed to produce graduates with a set of competencies integrated from the four domains of content and shared across the two streams, with the exception of knowledge and skills specific to work in trauma relief or conflict resolution. These integrated competencies can be summarized in three categories: knowledge of theory, knowledge of practice, and skills for the implementation of interventions.

Integrated Competencies

Knowledge of Theory

* Culture Theory:

* understanding of culture, including one's own

* knowledge of cultural similarities and differences

* systemic knowledge of cultural adaptation, interaction and change

* Identity Development

* understanding of ethnicity, identity, gender and spirituality and their roles and importance in culture, conflict and healing

* understanding of how socialization forms ethnic attitudes and conflict behaviors

* Macro Context of Conflict

* the impact of modernization and globalisation

* understanding the effect of structural factors (economic, political) on social fabric

* Conflict Processes and Dynamics

* knowledge of causes, escalation, de-escalation, and parties' (including own) assumptions about conflict

* understanding the dynamics and psychosocial effects of EPW and the origins and multilevel impact of group violence

* understanding of retributive and restorative justice, reconciliation, forgiveness and healing, and their complex interrelation

* International Organizations

* knowledge of institutions, conventions and standards, including human rights

Knowledge of Practice

* Conflict Assessment and Monitoring

* methods of conflict assessment and mapping, including historical and cultural factors

* implementing and monitoring international conventions

* Models of addressing psychosocial trauma and healing

* trauma theory

* major treatment approaches to traumatic stress

* Group and Community Processes

* understanding of group dynamics and team building

* knowledge of organizational behavior

* methods of citizen participation and building civil society

* Educational and Structural Prevention Methods

* understanding of intervention in socialization processes, and community and educational settings, including experiential pedagogy

* Conflict Resolution

* knowledge of conflict resolution models, approaches and processes

* understanding the strategies, tactics and stages of intervention

* knowledge of contingency approaches to intervention

Skills

* Interpersonal and Social

* communication and rapport building

* cross and multi-cultural sensitivity and empathy

* Group and Organizational

* group facilitation and team building

* organizational and political skills at local and institutional levels

* partnering skills to work collaboratively with local cultures and communities

* working with national and international institutions

* working with a systems perspective

* Intervention for Prevention and Healing

* clinical and psychosocial skills in assessment, triage and assistance

* collaborative skills for situation analysis, needs assessment, and program design, implementation and evaluation

* Intervention for Conflict Analysis and Resolution

* constructive conflict resolution

* negotiation, mediation and other third party skills

* intervention design, implementation and evaluation

* Information Gathering Skills

* elicitation skills at individual and group levels

* eliciting an understanding of the dynamics and practices in a culture

* Self-Care and Self-Reflection

* field survival skills

* reflective practitioner skills

Resources (see Appendices for a full listing of selected readings)

Additional Considerations

Selection

The selection of participants must consider both individual attributes and the quality and balance of the cohort. The cohort should evidence gender balance and multicultural composition, such that no one group predominates with more than 65% of participants.

Individual attributes include graduate training in psychology or a related field with a strong emphasis on psychology. In North America, this means a doctoral degree (Ph.D., Ed.D., Psy.D.) for enrollment in a post-doctoral program, or current enrollment in a doctoral program where the EPW curriculum is blended into the existing program. In regions and countries where a master's degree is sufficient for professional practice, this means a master's degree for enrollment in a certificate program or current enrollment in a graduate program where the curriculum is blended in. In all cases, the applicants must demonstrate commitment to the goals of the program by completing pre-program readings or other assignments to bring their state of knowledge up to a common level of multi-disciplinary understanding.

The application process should require three letters of recommendation and a 300 word statement of interest and career objectives. Applicants should possess an interest and ability to work in teams and to engage in experiential learning. Relevant life experience in multicultural settings and field experience in EPW zones should also be given weight in the selection process. In addition to written materials, an interview should be held with all applicants to assess their interest, commitment and potential ability to work in ameliorating the effects of EPW.

Institutional Support

Garnering the financial, institutional and other support necessary to mount a training program based on the curriculum is an immense challenge. It is assumed that the most likely setting is an institute concerned with EPW within a university setting. The UN universities should be considered as well as innovative colleges or programs in traditional universities. In a university context, some funds and faculty may be drawn from existing and related programs or generated through offerings in adult education or skill training. The support of key officials and administrators is critical as are partnerships with existing programs or institutes that interface with the curriculum in some way. Funding from foundations in the form of matching grants to the university is a desirable source of support. At the individual level, some applicants may be supported by agencies or departments concerned with EPW. Program sponsorship from regional and national associations is important, and the potential role of the International Union of Psychological Sciences in promoting the global development of programs should be explored.

Faculty are required who have experience as teachers, trainers and practitioners in trauma relief or conflict resolution, and who have worked in cross-cultural and multi-cultural settings. One senior faculty member is required to provide program leadership and linkage with relevant organizations. It might be possible to involve other faculty who can obtain release time from their institution or who are on sabbatical leave or semi-retired. Salary support might be sought from the faculty member's home university, while some faculty may donate services. It is expected that each potential program site will experience unique challenges and will need to find its own path to successful implementation.

Evaluation

Given the innovative nature of the curriculum, especially in combining trauma relief with conflict analysis and resolution, it is essential that serious effort be devoted to evaluating each unique implementation of it. The usual methods of program evaluation developed in the social sciences should be applied in a multi-method, long-term design. Due to the newness of the curriculum design, particular attention should be devoted to process evaluation, in order to provide assurances that the experiential and integrative elements of the program are being implemented as intended. Furthermore, an elicitive and qualitative approach with learners, faculty, co-workers, and clients should be undertaken continuously throughout the first series of offerings to assure that the program components and outcomes are as intended. Program improvement in curriculum design and implementation will only come about through a sensitive and intensive assessment of the experience of those involved.

Appendix A

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Daniel Chirot, Ph.D. Co-Chair Jackson School of International Studies University of Washington Seattle, WA

Ronald Fisher, Ph.D. Department of Psychology University of Saskatchewan Saskatoon, SK, Canada

Jane Mocellin, Ph.D. C/UN Disaster Management Training Program Geneva, Switzerland

Corann Okorodudu, Ed.D. Psychology Department Rowan University Glassboro, NJ

Martin Seligman, Ph.D. (Former President of APA) Department of Psychology University of British Columbia Vancouver, BC, Canada

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Staff Support:

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Student Scribe and Support:

Derek Isaacowitz Department of Psychology University of Pennsylvania Philadelphia, PA

Appendix B

Ethnopolitical Warfare Curriculum Conference Planning Task Force

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Institute for Victims of Trauma
McLean, VA

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Tamra Pearson d'Estree, Ph.D.
Institute for Conflict
Analysis and Resolution
George Mason University
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Henry Tomes, Ph.D.
Public Interest Directorate
American Psychological Association
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Gary Weaver, Ph.D.
School of International Service
American University
Washington, DC

Appendix C

EPW Curriculum Design Conference

August 12th to 15th, 1999, Salisbury, CT

Participants' List

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Appendix D

APA/CPA EPW Curriculum Design Conference Agenda

August 12th to 15th, 1999

Thursday Afternoon

12:00 pm Welcoming lunch

1:15 pm (Break)

1:30 pm Introduction

Conference Goals, Structure, Agenda, Process

Facilitator Roles, Rapporteur Roles

Reactions to Conference Design

Individual Introductions

2:30 pm (Break)

2:45 pm Panel One: Trauma Intervention

3:45 pm (Break)

4:00 pm Panel Two: Conflict Resolution

5:00 pm Formation of Design Teams

5:30 pm (End)

6:30 pm (Dinner)

Thursday Evening

Storytelling: "Experiences in (coming to) this work" (training implications) (optional)

Friday Morning

9:00 am Curriculum Design Process and Parameters

9:20 am Two Training Illustrations

9:50 am Design Teams --"Charge" 1

Competencies, Knowledge, Skills and Attitudes/Values

(Break)

Friday Afternoon

12:00 pm (Working lunch in design teams)

1:30 pm Team Reports--Competencies, Knowledge, Skills & Attitudes/Values; Discussion

2:30 pm Open Discussion: "Pedagogy"

3:00 pm Design Teams--"Charge 2"

Components

(Break)

3:15 pm Design Teams

5:00 pm Process Critique

5:15 pm Cross-Over Teams

6:30 pm (Dinner)

Friday Evening

Free; Team work as necessary

Saturday Morning

9:00 am Team Reports on Curriculum Components; Discussion

10:30 am (Break)

10:45 am Design Teams: "Charge" 3

Resources, etc.

Saturday Afternoon

12:00 pm (Lunch; opportunity for announcements)

1:30 pm Design Teams on Charge 3--cont'd.

2:30 pm Open plenary discussion: "institutional resources"

3:00 pm (Break)

3:15 pm Cross-Over Teams

Discussion--Progress reports

5:00 pm Stocktaking Session

5:30 pm (End)

6:30 pm (Dinner)

Sunday Morning

9:00 am Integration Team Presentation

Draft curriculum design

Discussion--identification of gaps, problems

10:00 am Formation (& Task) Task Forces around difficulties, etc.

(Break)

10:15 am Task Force problem-solving

11:00 am Reports & Discussion/Plenary

12:00 pm Closing

(Hand in evaluations to Anne)

(Lunch)

Appendix E

Resource List

A. CROSS-CULTURE - Books and Articles

1. BOOKS

Adamopoulos, J. & Kashima, Y. (1999). Social psychology and cultural context. Thousand Oaks, CA: Sage.

Andersen, M.L. & Collins, P.H. (Eds.). Race, class and gender. Belmont, CA: Wadsworth.

Arcel, L.T., Folnegovic-Smalc, Kozaric-Kovacic, D. & Marusic, A. (1999). Psychosocial help to war victims: Women refugees and their families from Bosnia, Herzegovina and Croatia (2nd rev. ed.). Copenhagen: International Rehabilitation Centre for Torture Victims (IRCT).

Augsberger, D. (1992). Conflict mediation across cultures. Louisville, KY: John Knox Press.

Avruch, K. (1998). Culture and conflict resolution. Washington, DC: United States Institute of Peace.

Bochner, S. (Ed.). (1982). The mediating person: Bridges between cultures. New York: Schenkman Books, Inc.

Botman, R.H. & Petersen, R.M. (Ed.). (1999). To remember and heal: Theological and psychological reflections on truth and reconciliation. Cape Town: Human & Rousseau.

Brown , R. (1986). Social psychology (2nd ed.). New York: The Free Press.

Bruner, J. (1990). Acts of meaning. Cambridge, MA: Harvard University Press.

Bunker, B.B. & Rubin, J. (Eds.). (1995). Conflict, cooperation and justice. San Francisco: Jossey-Bass.

Cairns, E. (1996). Children and political violence. Oxford: Blackwell.

Cohen, R. (1991). Negotiating across cultures. Washington, DC: United States Institute of Peace.

Cushner, K. & Brislin, R.W. (Eds.). (1997). Improving intercultural interactions: Volume 2. Thousand Oaks, CA: Sage.

Dawes, A. & Honwana, A. (1998). Children, culture and mental health. Interventions in conditions of war. Proceedings of the Congress on Children, War and Persecution. Maputo, Mozambique: AMOZAPO.

Dawes, A. & Donald, D. (Eds.). (1994). Childhood and adversity: Psychological perspectives from South African research. Cape Town: David Philip.

Davidson, B. (1992). The black man's burden: Africa and the curse of the nation state. London: James Currey.

de Silva, K.M. & de Samarasinghe, A. (Eds.). (1993). Peace accords and ethnic conflicts. London: Pinter

Publishers.

Desjarlais, R., Eisenberg, L., Good, B., & Kleinman, A. (1995). World mental health: Problems and priorities in low income countries. New York: Oxford University Press.

Deutsch, M. (1973). The resolution of conflict. New Haven: Yale University Press.

Donald, D., Dawes, A., & Louw, J. (Eds.). (2000). Addressing childhood adversity. Cape Town: David Philip.

Dubrow, N. (Ed.). (1999). Honoring cultural differences: Trauma and war. New York: Oxford University Press.

Duryea, M.L. (1992). Conflict and culture: A literature review and bibliography. Victoria, BC: University of Victoria Institute for Dispute Resolution.

Fine, M., Weis, L., Powell, L., & Wong, L.M. (Eds.). (1996). Off white: Readings on race, power, and society. New York: Routledge.

Fry, D. & Bjorkqvist, K. (Eds.). (1997). Cultural variation in conflict resolution: Alternatives to violence. Mahwah, NJ: Erlbaum.

Geertz, C. (1973). The interpretation of culture. New York: Basic Books.

Gevisser, M. (1996). Portraits of power: Profiles in a changing South Africa. Johannesburg: David Phillip.

Gudykunst, W. & Ting-Toomey, S. (1988). Culture and interpersonal communication. Newbury Park, CA: Sage.

Gulliver, P.H. (1979). Disputes and negotiations: A cross-cultural perspective. New York: Academic Press.

Hall, E.T. (1976). Beyond culture. Garden City, NY: Anchor.

Hofstede, G. (1991). Cultures and organizations: Software of the mind. London: McGraw Hill.

Jandt, F.E. & Pedersen, P.B. (1996). Constructive conflict management: Asia-Pacific cases. Thousand Oaks, CA: Sage.

Katz, J.H. (1993). The straight path: A story of healing and transformation in Fiji. Reading, MA: Addison-Wesley.

Kim, U., Triandis, H.C., Kagitcibasi, C., Choi, S.C., & Yoon, G. (1994). Individualism and collectivism. Thousand Oaks, CA: Sage.

Kleinman, A. (1988). Rethinking psychiatry: From cultural category to personal experience. New York: The Free Press.

Kruger, J. A. (1992). Racial/ethnic intergroup disputing and dispute resolution in the United States: A bibliography and resource guide. Judith A. Kruger, P.O. Box #3, Collingswood, NJ, 08108.

Lederach, J. (1995). Building peace: Sustainable reconciliation. Tokyo: United Nations University.

Lederach, J. (1995). Preparing for peace: Conflict transformation across cultures. Syracuse, NY: Syracuse University Press

Lund, B., Moris, C., & LeBaron-Duryea, M. (1994). Conflict and culture. Vancouver, BC: University of Victoria Institute for Dispute Resolution.

Mamdani, M. (1996). Citizen and subject. Contemporary Africa and the legacy of late colonialism. London: James Currey.

Mandela, N. (1994). Long walk to freedom: The autobiography of Nelson Mandela. Boston: Little, Brown.

Mindell, A. (1995). Sitting in the Fire. Portland, OR: Lao Tse Press.

Rahim, A. & Blum, A. (1994). Global perspectives on organizational conflict. New York: Praeger.

Reynolds, P. (1997). Children and traditional healing in Zimbabwe. Athens, OH: Ohio University Press.

Ross, M.H. (1993). The culture of conflict. New Haven: Yale University Press.

Rothman, J. (1997). Resolving identity based conflict in nations, organizations and communities. San Francisco: Jossey-Bass.

Rubin, J.Z. & Breslin, J.W. (Eds.). (1991). Negotiation: Theory and practice. Cambridge, MA: Program in Negotiation, Harvard Law School.

Rubin, J Z., Pruitt, D.G., & Kim, S.H. (1994). Social conflict: Escalation, stalemate and settlement (2nd ed.). New York: McGraw Hill.

Samovar, L.A. & Porter, R.E. (1994). Intercultural communications: A reader ($7^{th\ ed.}$). Belmont, CA: Wadsworth Publishing.

Shook, E.V. (1985). Ho'oponopono. Honolulu: University of Hawaii Press.

Singelis, T.M. (1998). Teaching about culture, ethnicity, and diversity. Thousand Oaks, CA: Sage.

Stephens, S., (Ed.). (1995). Children and the politics of culture. Princeton, NJ: Princeton University Press.

Swartz, L. (1998). Culture and mental health: A southern African view. Cape Town: Oxford University Press.

Taylor, A. & Miller, J. (Eds.). (1994). Gender and conflict. Creskill, NJ: Hampton Press.

Tavuchis, N. (1991). Mea culpa: A sociology of apology and reconciliation. Stanford, CA: Stanford University Press.

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