

PEACE Psychology

Newsletter of the Society for the Study of Peace, Conflict, and Violence:
Peace Psychology Division of the American Psychological Association

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PEACE EDUCATION: Past, Present & Future



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From the Editor

This is not the column I initially wrote for this issue of the *Peace Psychology Newsletter*. I tossed that one in the trash (or rather in my computer's recycle bin) once I heard the October 9th announcement that President Barack Obama had received the Nobel Peace Prize for "extraordinary efforts to strengthen international diplomacy and cooperation between peoples."

I was initially surprised at the selection given it had been 90 years since a sitting President (Theodore Roosevelt, 1906 & Woodrow Wilson, 1919) had received the Nobel Peace Prize. Jimmy Carter received his in 2002—well after he had been President. However, I have been most surprised by the mixed public reactions and comments following the announcement that our President was a recipient of this very prestigious award.

Many of the President's domestic and international detractors questioned whether President Obama deserved the award. Indeed, the Republican National Committee Chairman Michael Steele responded to the award by asking, "What has President Obama actually accomplished?" He went on to state that "It is unfortunate that the president's star power has outshined tireless advocates who have made real achievements working toward peace and human rights."

However, most nonpartisan comments tended to focus on the fact that this award was a call for action. For example, Lech Walesa, himself a 1983 Nobel Peace laureate, commented that "This is probably an encouragement for him to act. Let's see if he perseveres. Let's give him time to act." Sen. John McCain (R), President Obama's rival in the last election, believed that "part of their decision-making was expectations. And I'm sure the president understands that he now has even more to live up to." Archbishop Desmond Tutu's (1984 Nobel Peace laureate) commented that the award "speaks to the promise of President Obama's message of hope."

Indeed, President Obama commented, "Let me be clear: I do not view it as a recognition of my own accomplishments, but rather as an affirmation of American leadership on behalf of aspirations held by people in all nations."

Still other public figures simply accepted the fact that this was an award that the entire country should be proud was bestowed on one of our leaders. For example, Sen.



Michael R. Hulsizer,
Editor

McCain went on to state, "I think all of us were surprised at the decision, but I think Americans are always pleased when their president is recognized by something on this order." Governor Arnold Schwarzenegger, R-Calif. believed that "This is a great honor for our country and reminds us all of the promise our nation holds."

So what do you think? Please send me your thoughts on how you felt about President Obama receiving the Nobel Peace Prize. A few short sentences, a paragraph or two, or even a short essay would be fine. If I get enough material I might be able to put together a special supplement on this topic in the Spring/Summer newsletter.

I would like to thank everyone who contributed to the newsletter. We have a full slate of organizational reports, a wonderful review of the 2009 APA convention by Julie Levitt, and the call for papers for the 2010 convention. Gabe Twose has profiled the exciting research being conducted by early career peace psychologists. Herb Kelman has written a comprehensive piece detailing the history of peace psychology. Michael Knox and Annie Wagganer have presented information on a Peace Registry. The Educators Corner is off to a great start with an article by Debbie Winter and Nikole Campbell on Peace education for young children through Montessori methods and an inspirational piece by Jody Dempsey on a Peace Camp. Fouad Bouzineddine has provided a window into the minds of those living in Lebanon during these turbulent times. Lastly, Leigh Messinides has written an inspirational piece about peace in action.

Please continue to submit your thoughts, announcements, short research reports, and essays for the next edition to the address in the left-most column by March 15, 2010.

In Peace,



Michael R. Hulsizer, Editor

Passing the *Baton*



Eduardo I. Diaz
President,
*Society for the Study of Peace,
Conflict, and Violence*

By the time you read this there will only be a few weeks left in my term as President and I marvel at how fast time has flown by. While I feel I have accomplished a fraction of what I set out to do, I am grateful to have had this opportunity to serve our Society and, thanks to incredible team work, I can say that the Convention Programming was excellent and we conducted essential business throughout the year trying to respect all points of view.

Sometimes frustrated by how long it takes for the Executive Committee to act on a particular advocacy position, I have grown to accept that Peace Psychologists are a diverse group of people made up of individuals with very different priorities. In comparison, our sister organization, Psychologists for Social Responsibility (PsySR), can whip out an advocacy position in no time at all. It is clear to me why that is the case. They are all activists, and in our Society we are not; we have a broader range of positions represented in our membership.

I am pleased that there is one tangible product that may be used to help grow Peace Psychology that is currently available on our website. You may recall that I asked for input to de-

velop a presentation that might be used as a Continuing Education offering to psychologists or as an introduction to Peace Psychology for various audiences. I presented what I compiled as part of my Presidential Address at the Toronto Convention and APA granted one hour of CEU credit for attendees seeking such. While I do not believe that anybody came for the CEU credit, I did get positive feedback and the core slides are available for anyone to use to create other contextualized presentations to help grow the Peace Psychology movement.

I am also delighted that the Executive Committee appointed Susan Opatow to be the next Editor of our *Journal*. I have admired her scholarship for many years and I am confident she will do a great job. She delivered an excellent Morton Deutsch Conflict Resolution Award address in Toronto.

One of the Convention highlights for me was the Past Presidents Forum that was chaired by our Treasurer, John Gruszkos. They provided great ideas on how to best use our resources and affirmed some of the ideas that emerged from the Executive Committee meeting, like the establishment of a Peace Psychology Conference Planning Committee. It's been a

dream of mine to have a stand alone conference that focuses on Peace Psychology scholarship, practice and activism and it is now clear that others think that is an idea worth pursuing. I have heard that PsySR is already planning to host such a conference in 2010 and we should set our sites to possibly do so in 2011. Stay tuned!

I very much look forward to my next role in the Society, that of immediate Past President. I will shortly pass the presidential baton to the very capable Joseph de Rivera, who has, in my opinion, built the premier Peace Psychology program in our country at Clark University.

I want to take this opportunity to thank all of the members of our Executive Committee for pulling their weight as much as possible and supporting me, and each other, as we attempt to move the Society forward. We are in fact a team that tends to strive for constructive action based on a deliberate hearing of all sides to an argument. We are willing to learn from each other and from our disagreements. I feel blessed to know them and to be a part of this peace loving community.

Eduardo I. Diaz can be contacted at:
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Mankind will never win lasting peace so long as men use their full resources only in tasks of war. While we are yet at peace, let us mobilize the potentialities, particularly the moral and spiritual potentialities, which we usually reserve for war.

John Foster Dulles, War or Peace 1950

SOME NEEDED CHANGES



Joseph H. de Rivera

*President-Elect,
Society for the Study of Peace,
Conflict, and Violence*

I've been chairing a committee to look at how our division is structured and what changes we may want to make. Many things are going well: Peace and Conflict is building an excellent reputation and the *Journal* committee has arranged for Susan Opotow to succeed Dick Wagner as editor. Our aesthetically pleasing and informative newsletter keeps us informed about many of the projects members are doing. The executive committee is working with the sort of mutual respect that allows the expression of minority viewpoints.

However, it seems clear that it would be helpful to make a number of changes: In particular, we need to formulate a new website, enliven our list serves, and restructure our working groups.

In regards to the website, Caitlin Mahoney and Michael Hulsizer are in the process of finding a web designer who can transform our site. We hope that we will have a first class website up before the end of the year.

In regards to our list serves, we are beginning to establish list serves for all working groups and have begun experimenting with some professional networking and bulletin boards. We have already established bulletin boards for groups who wish to develop symposia for next year's APA program at San Diego, and interested members should contact our pro-

gram chair Steve Nisenbaum at snisenbaum@partners.org.

In regards to our working groups, we have discovered that many have not been functioning. In some cases chairs have no longer been communicating with members or with those who would like to be involved. In other cases, group chairs and members have been quite active as individuals but have not communicated with one another so they are not working together as a group. Accordingly, the executive committee has decided to ask the chairs of working groups to establish list serves for their members and formulate one or two group projects. In spite of the evident importance of the themes of all the working groups, it seems disingenuous to continue listing groups that are not really working and we will discontinue groups without active chairs, list serves, and projects.

There is a tension between the desirability of having a few permanent working groups that will reflect the basic pillars of peace psychology and the desirability of building on the spontaneous energy of members who may want to begin new groups. We hope to resolve this tension by the Midwinter executive committee meeting in Dallas. For the moment we have decided to encourage new ad hoc "task force" groups. Thus, Brad Olson is beginning a group of community psychologists who will

be working for a Department of Peace, and Gregory Sims is beginning a group to foster the development of personal peacefulness.

We recently sent out a short survey to all our members. Since we have some 700 members I thought we would get at least several hundred replies and was surprised when I only received a bare hundred. I suspect this illustrates the fact of our busyness and the difficulty of communications in these days of internet overload. Reading over the comments of those who wrote, a number of thoughts occurs to me. Two of these are:

1. We need to offer more support for our professional, non-academic members, who are doing important peace work in communities. It seems to me that we need to increase communication with these peace practitioners and instigate a series of peace practitioner awards.
2. We have members with a wide variety of interests, ranging from tax resistance and an interest in fundamental system change, to working to reduce the violence in local high schools and families. I found it fascinating to read through these interests and believe we should begin a division bulletin board so that those who are interested in sharing interests may begin to communicate with each other directly.

This January I begin my term of office as our president. Please send me your suggestions.

Thank you and peace.

Joseph H. de Rivera can be contacted at:
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New Blood, Same Dedication

Zoi Andalcio, Member-At-Large

I write this to you in hopes that this message will find you motivated and energized in all your individual work and academic pursuits. I am inspired by this Division and my new role in it as a Division Member-at-Large. I view this Division as the vanguard of social justice in the APA. To be a part of that movement is exciting and I am honored to be serving.

The first question on the tip of everyone's tongue is probably "Who are you?" Well, I am not a peace psychologist by training or even by discipline. I do not hold a doctorate from some prestigious university or do I have years of teaching experience in peace psychology. Given all that, I am sure that my presence in the election for Member-at-Large was surprising as was my success in that election. I am confident that my best qualification, and perhaps my only qualification, was my audacity to run for this position. Still, I hope that my determination to attain Member-at-Large reflects well on the energy that I want to bring to my work on the Executive Committee.

First, here is a little about myself and my background. I am a twenty-something year old Black man of Trinidadian descent. I have two degrees in psychology and I am currently working as an addiction and mental health counselor in an outpatient substance abuse program in Boston. To go beyond the surface, I am a person who is deeply influenced by the strong mentors in his life who shared one sole guiding principle and that is to be of service to others. I have chosen to serve through the discipline of psychology. I have made the deliberate decision to work on and for projects that relate to public health and aiding the disadvantaged. For example, as a high school student I took part in a campaign to bring awareness to teen dating violence and to teen health issues by co-developing the first ever teen health report in Boston on teens marketed for teens and acting as a consultant on the Choose Not to Abuse campaign in Boston.

My undergraduate degree is in psychology from Xavier University of Louisiana where I was challenged to be a better student every day by professors such as Dr. Yolande Du Bois Williams who opened my eyes to clinical

work, and Dr. Charles Gramlich, who taught me the importance of writing in psychology. While in undergraduate school I mentored young middle school students in the Hollygrove and Uptown areas of New Orleans, areas that are fraught with poverty and illiteracy. During one of my summers in undergraduate school I assisted Dr. John Rich, the former medical director of Boston Public Health Commission, with data management on qualitative research exploring recurrent injury and inner-city men in the city of Boston. The study investigated why there was a disproportionate amount of recurrent injury occurring within certain segments of Boston's population. I have also worked on projects where I was involved in developing psycho-educational groups in the jails to help young men who had serious social, educational, and environment challenges re-integrate back into society. While working on my Master's degree in Counseling Psychology at Northeastern University, I learned the ins and outs of the research world by observing Dr. Hortensia Amaro. I was a graduate student research fellow in her research institute, Institute on Urban Health Research.

I am interested in working with people who are disenfranchised and are often disempowered by the status quo. I am also interested in bringing to the forefront mental health concerns that often accompany issues of class and race-based discrimination. One of the biggest lessons that my clients have taught me is that when it comes to helping the disadvantaged, those seeking help saw no color and age difference when there is genuine compassion and quality training on part of the providers.

But this message is not just about enumerating some of my personal experiences, but rather expressing to you, my colleagues, that the time for change is here and ripe for the picking. When most people think of peace they visualize the flower carrying hippie with bohemian garbs making a peace sign. I want to challenge that image of the peacemaker and suggest....well, that the person working toward peace looks like you and me. I strongly believe that we, as psychologists, will play a crucial role in the peace building process because of our ability to understand human behavior

and to structure dialogue that is strength-based and works toward getting people to their highest level of functioning. What can be more exemplary than the creation of peace and stability within communities to showcase the human race's ability to reach its highest functioning level? I also want to challenge the notion that peace building is not analogous to making war. Peace is not something that you can hope that humans can attain idly and organically. Rather, it is something that must be fought for steadfastly and imprinted into the consciousness of people. As psychologists we must wage war instead on ignorance and the violence that it often begets, and use the weapons of knowledge and dialogue to create and inspire moments of peace building and conflict resolution.

As a Member-at-Large I want to make sure that I earn my position on the Executive Committee board by bringing greater awareness to innovative community initiatives, models and research that highlight community building and collaboration. I will pay particular attention to community violence, the result of the financial distress and the failure of the educational system, especially in inner city communities. I will use my experience working with incarcerated young men and the many things that I have learned about transitioning from institutions to everyday society from these young men. I will share what I have learned about their successes, such as becoming college students and productive members of society, and describe the many obstacles they face along the way that cause struggle and growth. I am a firm believer that education and quality clinical work can dramatically improve the plight of millions of young people behind bars and involved in street violence. These young people are the missing leaders of today, not tomorrow. As early career psychologists and established psychologists, we cannot wait for tomorrow to work toward peace—we must act today. Many of you are already doing so and I am honored to join ranks of those advocating for a more peaceful world. In solidarity and peace we will succeed and continue on.

Zoi Andalcio can be contacted at:
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USING ASSETS FOR PEACE

John Gruszkos, Treasurer

As the world around us adjusts to (and hopefully rebounds from) recent economic woes, some adjustment has been needed within the Society as well. For the past several years, the income that was generated through membership dues, interest from investments, and royalties from the Society publications has enabled us to end each year with a substantial budget surplus. With the assistance of APA's accounting office, these surplus funds have been reinvested in mutual funds and money market holdings on an annual basis. However, in fiscal year 2008, income and expenses were balanced almost exactly, meaning that the Society spent as much as it took in from the three sources mentioned above. Overall, we remain in good financial health. Nonetheless, the situation presents us with some implications, challenges, and possible opportunities for the future.

Those of us fortunate enough to have accumulated some personal investments haven't felt quite as fortunate this year, as we've watched the value of those investments take a deep plunge. The same downturn has affected the Society's investments, and so dividends and interest income has become only a dribble when compared to past years. The figures for 2009 show a continued drop in this source of revenue. Income from membership dues also decreased over 2008, and this trend has continued into 2009. Indeed, a number of other divisions, and even APA itself, report similar

difficulties with revenues. Members are much more reluctant to part with their shrinking dollars, and find themselves with less available discretion in their financial decision-making. Recognition of these realities will be guiding your Executive Committee as the budget for 2010 is considered later this year.

In May of 2009, Executive Committee established a Finance Committee, to assess the financial structure of the Society and to make recommendations on future expenditures. This committee is composed of the president, president-elect, immediate past-president, and treasurer. The committee has been exploring ways to best utilize approximately \$140,000 in investments that are available for discretionary use. Society members have voiced strong support for putting these funds to use as soon as feasible, since they are languishing and earning little interest at present. Ideas under consideration include: 1) finding ways to encourage increased research in peace psychology, perhaps through student stipends or early seed money for nascent projects; 2) developing a core curriculum in the field that could be made available for use in various educational venues; 3) sponsoring a national conference, perhaps biannually, to bring broader recognition to both research and practice in peace psychology. Naturally, a financial cushion would always be kept in reserve to supplement future budgetary needs should they arise.

During the Toronto convention in August 2009, the Finance Committee convened a forum of past-presidents and current officers of the Society. The current officers actively solicited the wisdom and expertise of the Society elders. Out of this meeting was born the idea of assembling a "brain trust," composed of the sages of peace psychology, to evaluate how the mission of the Society could best be served. All members of the forum supported the three possible directions for investment mentioned above, as well as an exploration of other creative ideas yet to be generated. Everyone advocated a vision of a broader tent within the field, which would encompass areas of research and practice not traditionally included under peace psychology. All agreed that sponsorship of a relatively small invited symposium, perhaps in conjunction with a future APA convention, would be an excellent next step toward achieving these goals.

These promise to be exciting times for the future of the Society. Please contact me with your comments or ideas, and stay tuned for further developments.

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jgrusz@verizon.net.

DONATIONS TO THE SOCIETY

A number of members have inquired about making monetary gifts to the Society. All such donations are greatly welcomed to help the Society meet our budget and to fund new and important peace-making activities! Donation checks should be made out to APA, Division 48, and should be sent to:

John Gruszkos, Division 48 Treasurer
7301 Forest Ave, Suite 201
Richmond, VA 23226

Please identify any such amounts as donations.
Donations of this sort are tax-exempt.

Peace Posters Available

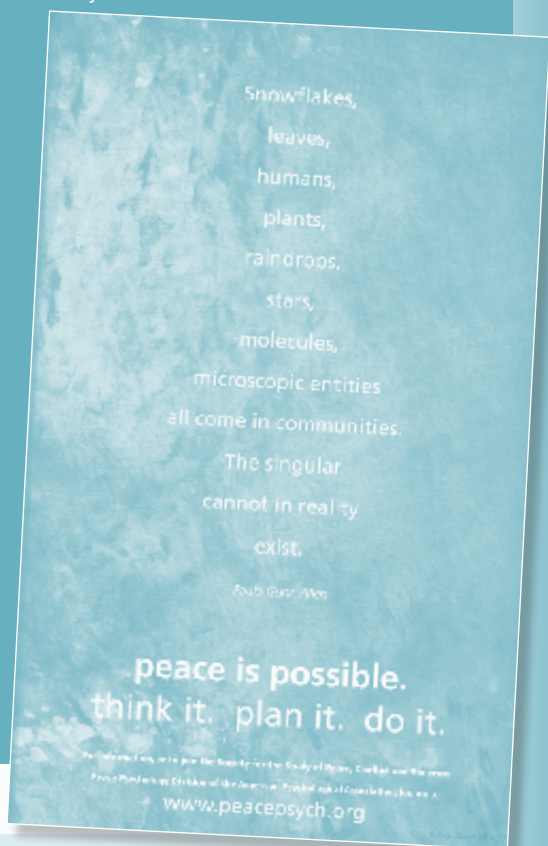
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See Spring/Summer 2007 issue, Vol.16-1,
for four-color representation of poster.

Recruiting New Members for the Division

Rachel M. MacNair, Membership Chair

If anyone is going to a conference where there may be people who might be interested in joining the Society, and you would like either a handful of brochures on hand or a chunk of brochures to set out on a table, let me know your address and I can mail them to you. If you have colleagues or friends who might be interested, I can send out brochures by postal mail or email attachment. They can also check out the web page, of course, at <http://www.webster.edu/peacepsychology>.

It's common in some locales that people are not interested in being APA members. Such people should be encouraged to join us as affiliate members; it's the same price and there's no difference in membership as far as we're concerned. They'll still need to send in the dues to the APA address, because Division Services keeps track of our members whether they're also APA members or not. But people can be assured that they can join us directly without having to be APA members as well. People who already know they want to join can also use a credit card at <http://www.apa.org/divapp>.

For students and early career people, the website is www.webster.edu/peacepsychology/SEC. The contact is Gabe Twose at gabe.twose@gmail.com. There is also a list of research projects in peace psychology suitable for dissertations, if there are any students who would like ideas for something in the field: <http://www.rachelmacnair.com/research-ideas.html>.

Another way to build the movement is to not only find people who might already be interested, but to get more people interested. One way of doing this is through books; there is a list of several up on the web page. They cover several topics to appeal to whatever fits a person's interests the most. There are also a couple of general overviews that can be used in introductory classes, or as supplementary texts in a variety of suitable psychology classes. For example, *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*, an anthology edited by Daniel J. Christie, Richard V. Wagner, and Deborah D. Winter, is available in print and also for free in PDF format on the web; the link is at the bottom of the main web page. In addition to giving a basic education, books about Peace Psychology can give ideas about helpful research and action, making people more excited about becoming a part of the network of scholars in Division 48. If anyone has other ideas of how to expand the membership, I would be eager to hear them.

Rachel M. MacNair can be contacted at drmacnair@hotmail.com.

Highlighting **Student & Early Career RESEARCH**

Gabe Twose, Clark University, Student and Early Career Chair

In June, I began my term as Student and Early Career Chair, a position that I am honored to hold through 2010. My first major task involved organizing several of our Society's events at the annual APA Convention, this year held in Toronto. As many of you know, these massive gatherings can feel overwhelming, a sentiment which I have certainly shared in the past. However, this year was a little different. With my focus on presentations, lectures, and discussions related to peace psychology, many of them in our divisional suite, a sense of community began to evolve as I continued to interact with like-minded people.

I was hugely impressed by the passionate, intellectual, and active members who I regularly met throughout my four days in Toronto. Many of the names and projects were familiar. Herb Kelman, Susan Opatow, Phil Zimbardo, Michael Wessells—the list could go on indefinitely. However, what truly stood out were the contributions of the often less-heralded less senior members of the Division. The breadth and depth of the work being carried out by the emerging scholars and activists was inspiring, and I was struck by the fact that I had known of so few of the individuals or research areas. This seemed a sad reflection of the lack of a “community” among younger peace psychologists, the dearth of which I hope to begin to address during my term as chair. To start, I decided to use this space to highlight just a few of the tremendous studies being carried out by the student and early career members of our division, many of which were presented in Toronto. For the sake of convenience, only the presenting or submitting authors are listed.

**David Matz, Graduate Student,
John F. Kennedy University:**

The purpose of my dissertation is to better understand the possibility for healing and reconciliation through analyzing the psychological meaning of a dialogue between the children of Holocaust survivors and children of the Third Reich. The qualitative research technique of phenomenology has been utilized to understand this experience in greater depth. Specifically, this research will explore the potential for healing of a child of Holocaust survivors through engaging in dialogue with children of the Third Reich. More broadly, this research

may have implications for healing dialogues between other conflicted groups, as well as making a small contribution toward peace building and conflict resolution by better understanding the means of reducing prejudice, and violence between groups.

Katie Lacasse, Graduate Student, Clark University:

One way to overcome in-group favoritism is by expanding an individual's circle of care to include a wider range of people. Terror management theory suggests that concerns about our inescapable mortality confine us by leading us to strongly uphold our cultural worldview and act more generously only toward those who we consider in-group members. It was hypothesized that this may be prevented by encouraging people to focus on the commonality of death. Although not statistically significant, trends suggest that people who contemplate their own eventual death do seem to feel threatened and want to strengthen and protect their in-group by donating more to a strictly American charity. Additionally, this effect may be ameliorated by focusing on the commonality of death. However, this is only true when one's own personal death is included in the contemplation of the death of all people. Future projects should work on finding a way to more reliably convey the idea of the commonality of death and generate a superordinate identity of “all humanity.”

**Violet Cheung, Assistant Professor,
University of San Francisco:**

In a series of four studies, conducted over a period of a year and half after 9/11, more than 500 participants in the San Francisco bay area reported their emotions after viewing photographs of the damaged World Trade Center. What this study showed was that people who were fearful tended to be more concerned about avoiding public places. Angry individuals, on the other hand, tended to rally behind the idea of armed aggression. It is a rare attempt to use visceral factors to explain the public support for war. Anger dispels the illusion that war is a result of cool deliberation. Besides the support for war, three other popular responses nominated by the participants were also emotionally charged. Conducting counter attacks, making terrorists pay, and freezing financial assets, were also rooted in anger.

**Raina Lamade, Graduate Student,
Fairleigh Dickinson University:**

In March, 2005, the U.S. Supreme Court ruled that juveniles possessed diminished culpability, and therefore could not be executed (*Roper V. Simmons*, 125 S.Ct. 1183 (2005)). The argument, simply stated, is that adolescence brings diminished responsibility, and, as such, is an important mitigating factor at sentencing. The focus of this poster presentation is twofold: (1) to draw together evidence delineating the multi-faceted impact of these laws, and (2) to explicate an alternative model for the assessment, management, and appropriate treatment of violent youth with an end goal of reintegration. This model incorporates: (1) specialized juvenile courts (2) juvenile facilities that employ an RNR adapted treatment model with a step down system, and (3) the use of ongoing dynamic risk assessments.

Juliane Casey, Undergraduate Student, Smith College:

Ryan Rasdall and I presented to the peace psychology division in Toronto, where the audience included senior members of the division and international students. We spoke about the various modes of reconciliation and healing between Japanese and Americans after the nuclear bombing of Hiroshima and Nagasaki. Wismick Jean Charles—an intern for Dr. Judy Kuriansky at the UN—also presented his poster on overcoming poverty and violence in Haiti. He described work being done to engage Haiti's neighbor, the Dominican Republic, in volunteer efforts. Jean Charles is recruiting Dominican youth and professionals alike to volunteer their time and energy to provide community service and participate in youth conferences. Julie Levitt, Martin Butler, Gabe Twose, and President Eduardo Diaz all contributed to the discussion, and it was wonderful to see the interaction between youth and senior members.

Veronica Dobson, Graduate Student, California School of Professional Psychology:

The purpose of my dissertation project is to create a workbook that individuals may use to explore forgiveness. Forgiveness is one of the many ways people cope with past hurts and offenses, and may help individuals heal in a

way that promotes peace, restorative justice and perhaps even reconciliation. The Dobson Forgiveness Workbook is designed for individual therapy patients to use in conjunction with their treatment, for individuals exploring forgiveness alone, or with groups journeying together toward forgiveness. Research into the effectiveness of the workbook includes measures of forgiveness pre and post and thorough qualitative feedback from users.

**Aviva Moster, Graduate Student,
University of Rhode Island:**

Very little research has focused on personal definitions of violence. This study investigated such personal definitions, together with violence ratings of 38 behaviors by 123 undergraduate students attending a large New England university. Results showed that people who define violence in terms of physical harm tend to rate a whole spectrum of behaviors lower in severity than people who define violence more inclusively in terms of both physical and nonphysical harm. Students' descriptions of themselves as either violence-sensitive or violence-tolerant were significantly related to how they rated severity of violence. However, there was a strong bias toward describing oneself as violence sensitive.

**Caitlin Mahoney, Visiting
Professor, Clark University:**

As a peace researcher and an experimental psychologist I believe that it's important to derive hypotheses from everyday life, to test these suppositions in a laboratory environment, and to take findings back into the real world to see if they hold up. Centered on compassion, my dissertation examined how persons relate to the suffering of geographically distant others (in this case, Darfur refugees). What determines our ability to give our attention to a sufferer rather than becoming overwhelmed by self-concerns? I examined those factors that foster inaction and those that may increase the likelihood of compassionate response. In particular, I tested the supposition that the emotional transformations evident in the experience of joy may facilitate feelings of connectedness and compassionate action. Forty-two university students were primed to feel "joyful" and were asked to report on feelings of closeness, inclinations to take action, and to write a letter to the editor of their local paper. Their responses were compared with those of their own control ratings. Results suggest that joy may be an effective way of generating interpersonal closeness, and that the closeness associated with feeling joyful relates positively

to inclinations to write letters of advocacy when in a joyful state. Further, non-violent attitudes and belief in common humanity appear to be important predictors of compassionate response.

**Grant Heller, Graduate Student,
University of Detroit:**

The focus of this study was to investigate the relation between listening to music containing violent lyrics and interpersonal aggression. To examine this relation, participants wrote a brief essay and then received feedback from a second ostensible participant as part of a study on peer feedback and writing. Participants were assigned randomly to receive either positive or negative feedback from the other and were then provided an opportunity to evaluate an essay written by the other. Prior to receiving the feedback, participants were assigned randomly to listen to a song with either violent lyrics or non-violent lyrics. Consistent with previous research, those receiving provocative negative feedback reported more negative affect and evaluated the second participant's essay more negatively than those who received positive feedback. However, despite finding a difference in perceived aggressive content between violent and non-violent songs, exposure to violent songs had no discernible effect on interpersonal aggression. The results provide mixed support for predictions made using the General Aggression Model (GAM).

**Sheridy Leslie, Graduate
Student, York University:**

Early research on just world beliefs by Lerner and Simmons (1966) showed that people who perceive their world to be unpredictable find this perception threatening and respond by clinging more strongly to the illusion that the world is fair and just and that people get what they deserve in life despite inequalities. System Justification Theory (SJT) posits that this tendency to justify one's social system is an intrinsic need and occurs automatically (Kay & Jost, 2003). Building on previous theory and research, in the present study we examined the effect of a challenge to the status quo (exposure to a suggestion of unjustified racial privilege for a dominant group) or support for the status quo (exposure to a suggestion of unjustified racial privilege for a historically disadvantaged minority group) on system justifying beliefs (SJBs). The results suggest that while a direct challenge to the status quo decreases people's belief in a just world, support for the status quo—in the form of racist statements—did not reliably alter these beliefs.

**Shannon Gottschall, Graduate
Student, Carleton University**

A sample of 111 students (32 males, 79 females) completed an online survey assessing the quality of their relationships with mentors, peers and the community, their personal empowerment, their well-being (i.e., self-esteem and depression), and their gender role identification. No significant moderation effects of sex or gender role identification were found in the association between relational health and outcome but several significant conditional effects ($p < .01$) were found for the overall sample, which was significantly overrepresented by females ($p < .001$), providing partial support for relational-cultural theory (RCT). Given observed gender differences in militaristic attitudes, RCT's discussion of gender differences regarding the centrality of relationships may have potential implications for peace-building initiatives addressing values associated with militaristic attitudes (i.e., interventions can cultivate attitudes emphasizing relationships). The results of the current study also demonstrated significant mediation of associations between relationships and outcome by empowerment ($p < .01$). The implications of these results for RCT and for peace-building interventions informed by RCT are discussed. Interventions may benefit from a particular focus on values recognizing the possibility of mutual empowerment in relationships and supporting such empowerment.

As I hope these very brief excerpts have demonstrated, the student and early career members of our Society are doing remarkable things. If you would like your own work featured in future articles, please let me know. In addition to these pieces, over the next months, I hope to familiarize us with each other's work through bringing us closer together as a group. This will initially occur with the creation of a listserv focused on our demographic in order to facilitate communication, distribute relevant announcements, ask questions, offer advice, suggest directions for future work etc. You'll be receiving an email about that project shortly. Additionally, we of course hope to link the senior and junior members of our Society. To this end, I will soon be initiating a mentoring project, providing support to those members who do not necessarily receive it at their primary work or school setting.

I'm excited to have this opportunity to work with the student and early career members of

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2010 Peace Psychology Early Career Award

SOCIETY FOR THE STUDY OF PEACE, CONFLICT & VIOLENCE (DIVISION 48)
AMERICAN PSYCHOLOGICAL ASSOCIATION

Purpose and Eligibility

The Early Career Award recognizes scholars in peace psychology who have made substantial contributions to the mission of the society, which is “the development of sustainable societies through the prevention of destructive conflict and violence, the amelioration of its consequences, the empowerment of individuals, and the building of cultures of peace and global community.” Nominees should have made their contributions within six years of receiving a graduate degree and need not be members of Division 48.

Award

The recipient will receive \$500 and recognition at the awards banquet at the annual convention of the American Psychological Association. Recipients are also invited to give an address at the convention.

Criteria for Selection

Scholarship (quantity and quality of publications) and activism (breadth and impact of teaching, training, fieldwork, policy work, etc.), are primary considerations. Generally, the scholar/activist model is most desirable but in exceptional cases, the recipient may emphasize scholarship or activism.

How to Apply

Self-nominations are welcome. In addition, senior scholars are encouraged to identify nominees who meet the criteria for the award. The nominee should arrange to have the following submitted electronically:

1. A cover letter outlining relevant accomplishments to date;
2. Selected copies of most significant and relevant publications or other evidence of scholarship;
3. A current curriculum vitae;
4. Two letters of support.

Members of the Early Career Award Review Committee are Dan Christie, Kathleen Kostelny, Susan Opotow, and Gabe Twose. All files should be sent Dan Christie, Chair of the Peace Psychology Early Career Award Committee, at christie.1@osu.edu.

Deadline

Applications must be received by December 15, 2009.

Continued from page 9, Student & Early Career

the division. I see it as a wonderful chance to bring together what often seems a disparate group of individuals into a community where we can support one another with what are sure to be similar needs at this stage of our careers. If you have other ideas regarding how to facilitate more of a cohesive environment, I would love to hear them. I look forward to talking with and hopefully meeting many of you over the next year as we continue work-

ing together to increase and apply psychological knowledge in the pursuit of peace.

Gabe Twose can be contacted at:
gabe.twose@gmail.com.

Peace Psychology explores *Peace with Justice* at the 2009 APA Convention

Julie Meranze Levitt, 2009 APA Convention Program Chair

The Convention in Toronto was not heavily attended—there were around 10,000 participants. The Peace Psychology Division numbers were down also. Yet, the program reflected reasoned, excellent and well-presented symposia, papers and posters that move our thinking forward when we think of communities of peace with justice within the community belief system and behavior. Regardless of our attendance numbers, we now have another nuanced set of concepts and applications that we who attended can share. I especially wanted to write this article for the newsletter to increase the numbers of peace psychologists who may benefit from what we experienced in our programming.

First, SPSSI (Division 9) initiated an 11 division partnership, Psychology-Community Engagement: Partnering for Social Change, a timely and well-done set of programs designed to increase our appreciation of how authentic partnerships between community members and psychologists can work, especially in serving the needs of underserved populations while keeping us engaged as equal partners who draw from the community's agenda and partner in ways that involve and empower the community as decision makers moving forward. Our contribution, *Creating Peaceful Communities with Justice—Authentic Community and Psychologist Partnerships*, explored community-psychologist teams by looking at the needs of Urban Indians (Amy West), police systems and needs of the community by improving the understanding of police encounters with residents, especially minority groups (Phillip Atiba Goff and Tracie L. Keesee), constructing workable communities in prisons (Eduardo Diaz), and working with women refugees in programs designed to assist the women in finding their voices (Kathryn Norsworthy). Kathleen Dockett, a community psychologist, skillfully organized the session, and discussant Lawrence Gerstein, who himself works with Tibetans in Tibet and here in the United States, added thoughts about how dialogical partnerships can work. Three of the presenters were taped for an APA online CE session to be available shortly. The session will have the same title

and we hope you will let this program be part of your CE selections.

The theme of partnership, how to develop the purpose of a project, and how to make the outcome sustainable after the project completion, were woven into presentations throughout the peace psychology offerings. The idea of justice was incorporated as part of the purpose of the partnerships and was reflected in the process. Joseph de Rivera chaired a symposium, *Creating Superordinate Identities*, in which he and Johanna Volhardt (unable to attend, but Dr. de Rivera presented her paper), Rebekah Phillips DeZalia, Floyd W. Rudmin, and Stephen Nisenbaum examined the underlying agendas of the movers for mega-identities and how to engage and incorporate smaller groups. In a theoretical paper, Dr. de Rivera raised and explored these ideas. There were more questions than answers about the ramifications of bringing smaller groups together. What is in the best interest of groups united by long histories and narratives and living circumstances that bring them together? How can culture be preserved while devising a system that allows for an additional overarching identity? What are the issues when there is disabling inter-group conflicts in which one ethnic group has been pitted against the other? Where is justice in these federations? An elegant exemplar of this kind of dilemma was described by Dr. Phillips DeZalia, who in a qualitative study, looked at Rwandan efforts to create an overarching identity for the Hutu and Tutsi. Only if inter-group connections are emphasized and there is recognition within the culture of the good and bad aspects of their historical connections, rather than the silencing of these memories, can the government possibly be effective in a unification process.

The responsibility of the psychologist as a change agent working toward greater acceptance of others and constructive partnering within communities was repeated in many programs. In Arthur Kendall's session, *Scientists and Human Rights—Forming Partnerships*, the presenter looked at the Federation of Behavioral, Psychological and Cognitive



Eduardo Diaz gives his Presidential Address.



Jennifer Young presents her poster.



Serving Peace with Justice Symposium members Brian Alston and William Clough.

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Sciences as a way to bring together scientists and political movers. A paper session, *New Directions in Peace Psychology—Areas to Explore*, examined the ramifications of a Department of Peace (Joseph de Rivera), the U.S. Peace Registry (Michael Knox), the concept of asymmetrical track diplomacy (Thomas Rippon) and handling of everyday conflict (James Hansell). *Rejecting Psychologist Involvement in Torture—Opening New Possibilities & Challenges* (Michael Hovey and John Szura) looked at alternatives to active military service by clergy. Steven Handwerker, the chair, also headed and participated in an interesting session that looked at international perspectives and peace with justice paradigms. The other presenters were A. Marco Turk, JD, and William Clough.

I would like to make mention of some specific programs that were initiated to open and sustain dialogue and socially responsible work. In a our hospitality suite, John Szura and John Cafferky talked about a joint healthcare outreach project between Canada and the Philippines, grounded in liberation psychology (A UNESCO Liberation Psychology School Twinning Project between Canada and the Philippines: Healthcare outreach as a context for human rights awareness). Looking at interrogation and the role of psychologists in high security settings and clinical and legal settings also was explored, again exploring the weight of professional ethics when serving communities and individuals. In this timely session, *Protectors as Perpetrators—Vulnerability in Clinical, Legal & Military Work*, Jancis Long, Roy Eidelson and Ken Agar-Newman offered new perspectives related to psychology and ethics. In a panel discussion, Divisions 19 and 48 met to consider *Psychology Ethics in National Security Settings*, beginning the process for a longer dialogue between two groups working on issues of ethics within the military system. (A brief article on page 36 describes this session in more detail.)

In a hospitality suite program, Kathryn French, from Utah Valley University, explored how students taking oral histories of local progressives become transformed by the experience. With Linden Nelson, Gregory Simms, in his *Conversation Hour, Stemming Epidemics of Unpeacefulness Through Identifying and Promoting Personal Peacefulness*, explored the concept of peacefulness. Neda Faregh, in her hospitality suite program, looked at the similarity of youth gambling with other addictions such as alcohol and substance abuse and the role of the state in supporting gambling as



Lynn Stuart Weiss Foundation Award recipient Jonathan Turley discusses APA's position on torture.

leisure, revenue-making activity. In a hospitality suite program, three of Judy Kuriansky's students, Ryan Rasdall, Juliane Casey, and W. Jean Charles, presented the posters they had developed for the UN Youth Conference on Disarmament (6/9/09). Looking at ways to further create peaceful communities with justice was the theme of the two posters, which were excellent. Rachel MacNair explored her travel experience to the Inter-American Congress in Guatemala, looking at the benefits of attending such conferences and meeting with colleagues abroad.

Also worthy of mentioning was the electrifying address by Jonathan Turley, JD, a professor of constitutional law at George Washington University and a frequent commentator on CNN and public radio. He was selected by our division to be the recipient of the Lynn Stuart Weiss Foundation Award, an honor that is shared as an annual APA Convention event among four APA divisions. Professor Turley argued eloquently and ardently for APA to take a strong position against harsh interrogations in our enemy combatant sites and for psychologists to be removed from responsibilities in those activities. He also argued for APA to investigate ethics complaints and support whistle blowers and provide for an ombudsperson who supports these psychologists. He drew on his defense work on behalf of Daniel King, a Petty Officer and Navy cryptanalyst, who was subjected to harsh interrogation. A psychologist participated in his interrogation and Mr. Turley maintains that the ethical charges he filed with APA were never investigated. Civil liberties are at risk and the APA needs to be the lead organization working against torture and harsh inter-

rogation. A luncheon with some of the division leadership following his lecture allowed us to explore directions further with him.

There were dialogues among sub-specialties to develop research and tools for application. School and trauma psychologists joined with us in a hospitality suite discussion to consider how by working together we can develop initiatives to decrease violence in our communities. Present were Berre Nurch, Denise DeZolt, Kris Varjas, Steve Leff, Bonnie Nastasi, Bob Geffner, Chris McDonald and me. We hope to develop a project that takes into account our multiple perspectives and community research. Interested people are invited to join our discussion listserv by writing me. At another suite presentation, Sports Psychologist Michael Sachs and colleagues looked at the intentional insertion of peace psychology concepts into programs for underserved children. We expect further partnering developing from this session as well and welcome members to join this study group. Again, please e-mail me if you are interested.

The student presenters in our student poster session presented exciting new ideas that suggest new directions of inquiry. Themes related to the development of peaceful communities and how justice can become part of that process was woven into the posters. Particularly interesting was a qualitative study based on interviews of Hindus and Muslims who were present during the 2002 Gujarati Riots. The study, using content analyses, offers the possibility of new approaches for assessing within group perception and direction for approaches for healing. Nishant Patel, the student researcher, was selected to be part of *Datablitz*, a competitive interdivisional student poster

session held during the convention to familiarize students and others with exciting new research trends.

The regular poster session also went well with interesting, provocative presentations. Scott Moeschberger looked at art collective memories related to violence in Northern Ireland and the long-term impacts. Caitlin Mahoney presented on the influence of experiencing joy as a facilitator for building interpersonal connectedness. In a much needed area of research, Christine MacDonald presented her findings on quantifying bullying at the college level. Michele Hill explored Chaos/Complexity Theory as a way of resolving conflict by focusing on the “fog of conflict,” when players present contradictory accounts and may fail to understand what has transpired or why they engaged in the conflict. Jenny Keller explored a new way to train counseling professionals about peace building.

I must mention that the recipients of division awards were inspiring in their addresses. Ralph K. White Lifetime Achievement Awardee for 2008 Michael Wessells directed his remarks to the practical reasons why it is imperative to change how we treat others, including enemy combatants. If not us, who, and if not us, what becomes of us all? He drew on examples of rogue state prohibition of civil liberties and the clear direction that we and APA must go by drawing on international law. Additionally, he stressed that human rights standards are obligations and “powerful levers for change and advocacy,” systems must have built-in mechanisms for monitoring, and that human rights become tangible, actual, through collection actions and that we are part of the chain that changes human thought and practice.

Finally, APA members and all psychologists must reject Nuremberg clauses that go against internal human rights standards, clauses that open up the possibilities for so many abuses. Susan Opotow, the 2008 recipient of the Morton Deutsch Conflict Resolution Award, provided an excellent, scholarly analysis of moral inclusion and exclusion, focusing on African-Americans in the post Civil War period here in the United States and warned that the time to make amends to those who were abused is now. Early Career Awardee Phillip Atiba Goff presented a fascinating study he conducted with Tracie Keesee on racial bias in the Denver Police Department. Dr. Goff suggests that

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Ralph K. White Lifetime Achievement recipient Michael Wessells discusses International Human Rights, Ethics, and Peace Building.



Eduardo Diaz welcomes Susan Opotow as the new editor of Peace and Conflict: The Journal of Peace Psychology.



Phillip Atiba Goff receives Early Career Award.

males who are rated higher on masculine vulnerability, even when they score lower on prejudice toward other subgroups, are more likely to not handle encounters with minority males well. This raises the possibility that there can be racism without racists.

Mention must be made of Eduardo Diaz whose excellent presidential address looked at creating a professional role in unchartered areas that promote justice. He chronicled his own work in justice systems reform and developing a civilian oversight board for the community and the police department in Miami-Dade County in Florida. He also inspired us to learn more about our burgeoning field—its concepts and applications and how further study may help us strive for more community development in peacefulness with justice. He provided an excellent bibliography, also available by writing me. Lastly, in keeping with our theme was a Past-Presidents Advisory Forum to explore initiatives that support the Society's work in peace-building concepts and applications.

In closing, this review is not complete and for those who are interested in particular areas, I suggest visiting our division website (www.peacepsych.org) where our 2009 programs are listed. For abstracts and power points, please e-mail me. Wishing everyone a healthy, fulfilling and peaceful fall.

Julie Meranze Levitt can be contacted at: julie.levitt@verizon.net.

Solutions to Intergroup Conflict: Constructing Sustainable Webs of Peace Builders

Steven Nisenbaum
2010 APA Convention Program Chair

Hello and welcome, fellow Peacemakers, from your newly designated Division 48 Program Chairperson. I look forward to working with you to make the San Diego APA 2010 Convention spectacularly successful. Please, please contact me ASAP to volunteer to help on the Planning Committee and/or to be a reader and reviewer of papers and posters submitted for consideration.

Let me tell you about our theme: Solutions to Intergroup Conflict—Constructing Sustainable Webs of Peace Builders. All submissions are due by December 1, 2009. Rather than attempting to achieve peace by building a critical mass of like-minded people, this year's theme explores the possibility of resolving intergroup conflict and building a sustainable culture of peace by linking persons who are not of common mind and situated in separate social, political and economic spaces (e.g., John Paul Lederach's *The Moral Imagination*).

In this spirit we have begun a networking site (Peace Programming for San Diego) that may be used by division members who wish to develop a symposium about a particular theme and by members in other divisions who want to develop joint symposia. For example, we have established a bulletin board for sports psychologists working with us on developing peacefulness, and for community psychologists working on peace issues. These boards are accessed by invitation. If you would like to join a group planning a symposium or begin a group bulletin board please e-mail me at snisenbaum@partners.org.

Of course, papers addressing many different issues will be appreciated. We would like to see papers, posters, and symposium addressing:

- The wars in Afghanistan and Iraq, and the expansion of U.S. military bases in other nations.
- Cooperative behavior and communication for a culture of peace: How can psychology be useful for peace builders to devise, maintain,

and enlist support for a culture that replaces our culture of continual warfare?

- The psychology of systems and organizations: How might psychologists take advantage of existing or potential structures and governance mechanisms to promote cultures of peace?
- The psychology of identity and group dynamics involved in resolving intergroup differences and systemic violence: How can peace builders address perceived intergroup boundaries, and mitigate group differences and competitive aggression?
- The psychology of belief, attitude change, political messages, and shared motivation for a peaceful coexistence: How can we address differences that are perceived as not mutually compatible, and transform them into alliances across groups for the common goal of peace?
- Peace building skill sets: What are best evidence practices in Activist Conflict Resolution and Peace-Building Skill Sets?
- Origins of Conflict and Cooperation in Human Behavior and Culture: What are the human evolutionary, sociobiological, philosophical, psychological, and spiritual sources for sustained cooperation and peace?
- Fostering inclusive morality: How may we broaden our moral circle, facilitating inclusive moral reasoning and behavior?

An adjunct project we are considering is a Virtual Peace March (over the worldwide web with fellow Psychologists abroad) targeted towards the leaders in the capitals of every nuclear-powered nation.

Contact me at any time to volunteer your ideas and energies or with questions: Division 48 Program Chair, Steven Nisenbaum, Ph.D., J.D., 166 Perkins Row, Topsfield, MA 01983.

Steven Nisenbaum can be contacted at: snisenbaum@partners.org.

The Beginnings of Peace Psychology: A Personal Account

Herbert C. Kelman, Harvard University

For idiosyncratic reasons that will soon be apparent, I locate the beginnings of peace psychology—as an explicit field of inquiry and an organized effort to promote it—in the 1950s. The term “peace psychology” was not used in those days, but psychology was an integral component of the peace research movement—an interdisciplinary enterprise that emerged in the 1950s. I want to describe my own involvement in that emerging movement.

Before turning to this story, I need to introduce an important caveat: While peace psychology as a defined field of inquiry dates back to the 1950s, there were peace psychologists before that date whom we should be honoring as the earliest pioneers in the field. The inaugural issue of the journal of Division 48, *Peace and Conflict*, reprinted the famous article by William James (1910) on “The moral equivalent of war,” along with a commentary by Morton Deutsch (1995), which presented William James as “the first peace psychologist.”

The decade of the 1940s yielded a fair amount of research and writing that we would describe as peace psychology today. The Society for the Psychological Study of Social Issues (SPSSI) had a committee on the Psychology of War and Peace, which was chaired by Ross Stagner and included Ralph White, Charles Osgood, and Ralph Gundlach. In the early 1940s, Stagner and colleagues published articles on attitudes toward war, nationalism, and aggression, as well as attitudes toward war prevention. Much of this work was done under the auspices of the SPSSI committee. Other attitude research in this domain was carried out during this period and even earlier. In fact, an article by Droba on “The effect of various factors on militarism–pacifism” appeared as early as 1931.

Several books on psychology and peace were produced in the 1940s. The list includes Edward Tolman’s *Drives Toward War* (1942), Mark May’s *A Social Psychology of War and Peace* (1943), Gardner Murphy’s SPSSI Yearbook, *Human Nature and Enduring Peace* (1945), Hadley Cantril’s *Tensions That Cause War* (1950), Otto Klineberg’s *Tensions Affecting International Understanding* (1950), and T. H. Pear’s collection, *Psychological Factors of Peace and War* (1950). I would

add Ted Lentz’s *Towards a Science of Peace*, which—though published in 1955—was based on work begun in the 1940s. This is not a complete list; in particular, it leaves out various publications on war and peace from a psychoanalytic perspective.

This brings me to the 1950s, and my own involvement, as a social psychologist, in the emergence of the peace research movement. I came into psychology—and, specifically social psychology—from the background of a social activist. In the immediate post-war period, I was active in the anti-war and civil rights movements. Thus, for example, in 1946 I participated in what was probably the world’s first anti-nuclear protest: a demonstration at the Pentagon against the atomic-bomb test on Bikini Island; on the way back from the Pentagon to Union Station in Washington, we continued to carry our picket signs and several of us were arrested for “parading without a permit.” In 1947, I participated in a nonviolent direct-action campaign against racial segregation of the swimming pool in Palisades Park, New Jersey, which used the tactic (similar to the lunch-counter sit-in) of continuing to stand in the ticket line when the black members of our group were refused admission; several of us were arrested on a “disorderly person” charge when we remained standing in line after the police had ordered us to move.

I had begun my studies at Brooklyn College in 1943 and had chosen English as my major—not with any specific career goals in mind, but because I knew that I wanted to write, whatever career I might in the end pursue. In my junior year, I switched to psychology (ending up as a double major) and eventually applied to graduate schools in psychology, because I had come to the conclusion that social psychology was the academic discipline that would give me the best



opportunity to pursue my interests in peace, justice, and social change. Thus, I think I am right in saying that I was a peace psychologist before I was a psychologist.

I started my graduate work at Yale in 1947. Over the next four years, I became thoroughly socialized as a social psychologist, with a strong experimental and theoretical background. But I never forgot my initial reason for entering the field. What I was looking for was ways of integrating my social activism/social issues concerns with my academic work. (In this connection, I joined SPSSI while still an undergraduate, when Daniel Katz, my mentor at Brooklyn College, introduced me to it.)

In 1951, my last year in graduate school, Arthur Gladstone—a colleague in the department and, like myself, a conscientious objector to the Korean War—published a letter in the *American Psychologist* with the inept title (not chosen by us) “Pacifists vs. psychologists” (Gladstone & Kelman, 1951). The letter pointed out that pacifist theory rests on a number of psychological assumptions that could be put to an empirical test, and proposed that psychologists and other social scientists might fruitfully place such efforts on their research agenda. The letter elicited a number of responses, some in the pages of the *American Psychologist* and others in private correspondence. Some of the responses were negative, reflecting in part the mood of the McCarthy era, in which peace advocacy was treated with suspicion. Many, however, were positive and supportive.

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The positive responses to our letter identified a community of scholars interested in pursuing a peace research agenda. The respondents were mostly, but not entirely, young (Ted Lentz, one of the early respondents, was in his 60s at the time) and mostly, but not entirely, psychologists. We called a meeting at the EPA or APA convention in 1951, at which we decided to establish an organization devoted to the promotion of research on issues of war and peace. The group took final shape in 1952, when we adopted the name Research Exchange on the Prevention of War. During that year, we began publishing the *Bulletin of the Research Exchange on the Prevention of War*, with Art Gladstone as editor and myself as book review editor. Over the next few years, the Research Exchange organized discussion groups at academic conventions, as well as symposia that included Quincy Wright and Pitirim Sorokin among other speakers. Two of these symposia (including papers by Wright and Sorokin) were published (Kelman, 1954; Kelman, Barth, & Hefner, 1955)—the latter in the *Journal of Social Issues*, which was edited by Brewster Smith at the time. The Research Exchange also organized two summer workshops to explore theoretical approaches and research ideas in the field of peace research.

In retrospect, the Research Exchange accomplished quite a bit during the few years of its operation. At the time, however, I lacked the historical perspective that I have today: After all, I did not realize that our efforts marked the beginnings of the peace research movement! I was frustrated about my own failure to start an active research program in peace research—to go beyond writing about what needs to be done and actually starting to do it. At the organizational level, I was disappointed in our failure to attract international relations specialists to the Research Exchange.

I had the opportunity to act on this organizational concern in 1954–55, when I had the good fortune of being among the first group of Fellows to be invited to the newly established Center for Advanced Study in the Behavioral Sciences (CABS) at Stanford. Even though I was one of the youngest members of the group, I was able—in the collegial, egalitarian atmosphere of the Center—to convene a sub-group of Fellows to inform them about the Research Exchange and to solicit their advice on how to broaden its base and move the enterprise forward. The group included, among others, the economist Kenneth Boulding, the mathematical biologist Anatol Rapoport,

and a young sociologist named Stephen Richardson, who had brought with him the manuscripts of two unpublished books by his late father, Lewis Richardson: *Statistics of Deadly Quarrels and Arms and Insecurity*, which eventually became prime models for systematic, quantitative peace research. Lewis Richardson was a physicist/astronomer (as well as a Quaker—like Kenneth Boulding). During his lifetime, only brief reports of his work in this area were published—e.g., in T.H. Pear's (1950) volume (Richardson, 1950). Boulding and Rapoport, incidentally, were greatly impressed with these two manuscripts and, indeed, helped to get them published (Richardson, 1960a, 1960b). Lewis Richardson's work persuaded them of the possibility of applying mathematical models and quantitative methods in the study of issues of war and peace.

The deliberations of the working group that I convened at the CABS led to the decision to start a new interdisciplinary journal that would replace and expand on the *Bulletin of the Research Exchange*. We named the new publication *Journal of Conflict Resolution: A Quarterly for Research Related to War and Peace*. We decided to base the JCR at the University of Michigan because Kenneth Boulding was on the faculty there, Anatol Rapoport was about to join the Michigan faculty, and two energetic graduate students at Michigan—William Barth and Robert Hefner—were already handling the technical work of producing the *Bulletin of the Research Exchange* there.

The Research Exchange was phased out with the inauguration of the new journal. JCR replaced—at a much more ambitious level—the *Bulletin of the Research Exchange*; and we concluded that our other activities could be pursued most effectively under the auspices of a newly formed SPSSI Committee on International Relations (see REPW merger with SPSSI, 1957).

The *Journal of Conflict Resolution* began publication in 1957 as the first journal in the newly emerging field of peace research. It was guided by an interdisciplinary editorial board, chaired by Kenneth Boulding. The majority of the original board members were drawn from the Michigan faculty and included Daniel Katz, among others. The historical origins of the enterprise are reflected in the fact that the long list of names (including editorial board, managing editors, associate editors, and sponsoring committee) that can be found on the cover page of the early issues of JCR includes 17 (out of a total of 36) members of the 1954–55 class of the Center for Advanced Study in the Behavioral Sciences, as well as the found-

ing director of the Center, Ralph Tyler. The list also includes 10 of the active members of the Research Exchange.

The editorial work on the *Journal* created an interdisciplinary community of scholars at the University of Michigan interested in issues of war and peace—including, significantly, several specialists in international relations. This group became the nucleus of the Center for Research on Conflict Resolution, which was established at the University of Michigan with the enthusiastic support of its Vice President for Academic Affairs, Roger Heyns—who also happened to be a social psychologist. On a personal note, I joined the Center in 1962, when I came to Michigan on a joint appointment between the Department of Psychology and the Center for Research on Conflict Resolution.

The Research Exchange, the *Journal of Conflict Resolution*, and the Center for Research on Conflict Resolution that evolved from it were part of an emerging peace research movement in the United States, Europe, and Canada during the 1950s. In my analysis, a major impetus to the development of the movement in those years came from the convergence of two strands, loosely corresponding to two groups of scholars that recognized their interdependence: scholars from fields outside of international relations—such as economists, psychologists, anthropologists, as well as occasional physicists, biologists, or mathematicians—who were interested in applying the concepts and methods of their fields to the study of war and peace because of their strong commitment to peace (as well as, of course, the intellectual challenge of the enterprise); and scholars of international relations (many of whom, of course, also had strong commitments to peace), who felt the need to go beyond the traditional approaches of international law, international organization, and diplomatic history, and develop a scientific basis for the study of war and peace.

The two strands needed each other in order to fulfill their potential. The non-specialists needed the specialists in order to legitimize their forays into areas in which they had not been trained, to fill in the substantive knowledge they lacked, and to provide reality testing for their conceptual models. The IR specialists, in turn, needed their colleagues from other disciplines as sources of concepts and methods, as well as of the validation and encouragement that they did not always receive in those days from their more traditional colleagues. The two groups thus formed

a mutually beneficial coalition that provided stimulation and legitimization to both. The interdependence between these two overlapping groups contributed significantly to the vitality of their joint enterprise.

Let me conclude my remarks with a brief overview of the topics within the broad domain of peace psychology on which my own work has focused over the years. In the 1950s and 1960s, a central focus of my work was the effort to define the contributions of social psychology to the interdisciplinary study of war and peace (see, e.g., Kelman, 1955). The major product of this effort was a SPS-SI-sponsored volume, *International Behavior: A Social-Psychological Analysis* (1965). The contributors to the volume were mostly social psychologists (including Daniel Katz, Brewster Smith, and Ralph White, among others) and political scientists; I edited it and wrote the introductory and concluding chapters. The volume brought together much of the theory and research on the social-psychological dimensions of international behavior available at the time and became a major text for students in international relations. A second focus of my work was the study of nationalism, national identity, and the relationship of individuals to the national political system. Much of this work was carried out in collaboration with Daniel Katz and colleagues at the University of Michigan (see, e.g., DeLamater, Katz, & Kelman, 1969; Katz, Kelman, & Vassiliou, 1970; Kelman, 1970). A third focus of my work during the late 1950s and the 1960s was research on international educational and cultural exchanges (and other international activities)—work that in a way reflects the functionalist approach to international relations pioneered by David Mitrany (1943). A major product of this research was a book entitled *Cross-National Encounters: The Personal Impact of an Exchange Program for Broadcasters* (Kelman & Ezekiel, 1970; see also Kelman, 1975).

In the 1970s and 1980s, a major focus of my work was on international crimes—genocide, torture, war crimes (Kelman, 1973; see also Kelman, 2005a). Empirical research in this area—carried out in collaboration with Lee Hamilton—began with a national survey in the U.S. on public reactions to the trial and conviction of Lt. Calley for the My Lai massacre in Vietnam. It continued with a subsequent survey on people's conceptions of personal responsibility for actions in response to superior orders. One of our interests was in the effect of political orientation—the

nature of an individual's relationship to the state—to his or her view of personal responsibility. The work culminated in the publication of *Crimes of Obedience: Toward a Social Psychology of Authority and Responsibility* (Kelman & Hamilton, 1989).

A significant turning point in my work occurred in 1966, when I met John Burton and learned about the unofficial third-party approach to conflict resolution that he was developing and beginning to apply (see Burton, 1969). I was excited about his work, which I saw—from my parochial point of view—as a way of putting into practice the social-psychological approach to international conflict that I had been thinking about theoretically. I enthusiastically accepted his invitation to participate as a member of the third-party team in an exercise on the Cyprus conflict that he organized in London in the fall of that year.

Since then, I have increasingly devoted my efforts to developing and applying the approach that John Burton pioneered. I soon began to write about problem-solving workshops in international conflict (Kelman, 1972) and—at the time of the Arab-Israeli war of 1967—began to think about applying the approach to the Middle East conflict. I conducted my first Israeli-Palestinian workshop in 1971, in collaboration with Stephen Cohen, and—at the time of the Arab-Israeli war of 1973—made a commitment to place this work at the top of my agenda. I have come to use the term interactive problem solving to describe the approach (Kelman, 2002; see also Kelman, 2008), and I have applied it over the years primarily—though not exclusively—to the Israeli-Palestinian conflict.

My Middle East work has involved extensive travel in the region, conversations with political leaders (see, e.g., Kelman, 1983), dozens of problem-solving workshops with political influentials from the conflicting communities, and three Israeli-Palestinian working groups that have met over a period of several years (including a group that is currently meeting at periodic intervals) to explore the two sides' perspectives on the conflict and jointly develop ideas for resolving it (or specific issues within it). These experiences, which can be described as a combination of field research and action research, have informed my writings about international conflict and conflict resolution in general (e.g., Kelman, 2007a), as well as the Israeli-Palestinian conflict and the possibilities for resolving it in particular. I have used the Israeli-Palestinian conflict as my case study in theoretical writings about the

role of various social-psychological concepts in the analysis and resolution of international conflicts, such as human needs (e.g., Kelman, 1990), identity (e.g., Kelman, 2001), attitudes (e.g., Kelman, 2007b), trust (e.g., Kelman, 2005b), group processes (e.g., Kelman, 1997), and coalition formation (e.g., Kelman, 1993). Some of my publications about the Israeli-Palestinian conflict—both in journal articles (e.g., Kelman, 1978, 1985, 1987, 2007c) and in newspaper op-eds constitute my particular version of policy analysis, drawing on my background as a social psychologist and peace researcher and on my experiences as a scholar-practitioner.

Scholar-practitioner is the term that my colleagues and I have come to use in describing our role in conflict analysis and resolution. One of the most satisfying aspects of my career has been the opportunity to contribute to the development of a cadre of scholar-practitioners through my work with my students across the years. With the support of the Hewlett Foundation, my students, associates, and I established a Program on International Conflict Analysis and Resolution (PICAR) at Harvard's Weatherhead Center for International Affairs, which—over a ten-year period (1993–2003)—was devoted to research, practice, and training in interactive problem solving and related approaches. My students have gone on to elaborate the model that I have helped to develop, to explore its psychological foundations, to apply it to various identity-group conflicts around the world, and to undertake research to evaluate it. The scholar-practitioner model, in my experience, has meant not only that social-psychological theory and research have informed our theory and practice, but that the practice has provided major inputs into our theoretical work on conflict and conflict resolution, as well as into policy analysis and recommendations.

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HONORING PEACE AND ANTI-WAR BEHAVIOR: THE U.S. PEACE REGISTRY¹

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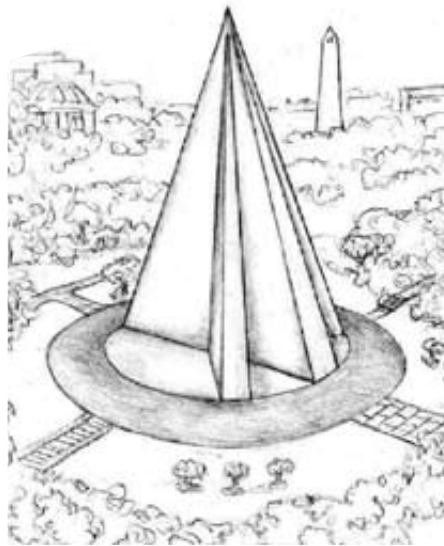
“War will exist until that distant day when the conscientious objector enjoys the same reputation and prestige that the warrior does today.”

—President John F. Kennedy

War is a dominant aspect of our culture. Since World War II, the United States has invaded more than 20 countries and is currently engaged in combat in three. Beyond the devastation of life and significant destruction, our militaristic behavior also creates huge fiscal deficits and spends public funds that could otherwise be used for education and health care. Changing this pro-war culture will require that peace and anti-war behaviors be taught, modeled and reinforced.

The military honors its heroes and supports the warrior role with medals, promotions, ceremonies, and monuments. There are few indicators, however, that American society values those who oppose war. This results in a country that recognizes contributions to war, but often holds in derision those who call for peaceful alternatives. These citizens have regularly suffered negative consequences, such as loss of friends, employment, and promotional opportunities, as well as intimidation, arrests, legal fees, imprisonment, and violence.

While the United States has a long and rich history of citizens who have promoted peace, there exists no national record of their efforts or tribute to their patriotism. Data regarding peace and anti-war advocacy are captured only sporadically, at best. This significant work often goes unacknowledged and unappreciated by our society, ignored by American history and potentially forgotten by future generations. The U.S. Peace Memorial Foundation, a grassroots not-for-profit organization, is leading the way to reverse this trend.



The Planned U.S. Peace Memorial

The Foundation publishes the U.S. Peace Registry, a developing national database that is documenting the broad range of modern peace activism and anti-war behaviors. It recognizes and honors both individual and organizational role models for peace leadership. It is hypothesized that the Registry will reinforce anti-war actions, stimulate new discussions, increase comfort levels, and perhaps lead to greater citizen involvement in interventions for peace (Knox and Waggener, 2009).

Through disseminating information about U.S. peace advocates and identifying their specific behaviors and accomplishments, the Registry will help decrease the social barriers that citizens regularly face and must overcome before they publicly express anti-war sentiment. More Americans will be inspired to speak out for peace and to work to end the hatred, ignorance, greed, and intolerance that often lead to war. Additionally, American youth and others will learn of our national resource of patriotic citizens and leaders who have advocated for peace and against war.

The processes of identifying those to be recognized in the U.S. Peace Registry include

self-nomination, nomination by others, and the selection of well-known public figures. Potential registrants supply brief biographical information, data on specific actions/behaviors, and supporting documentation, which is then reviewed by volunteer editorial staff. In the case of public figures, news and other reference sources are analyzed to identify anti-war/peace conduct for each nominee. Each registrant must provide permission and certification of accuracy, and ultimately be approved by the Foundation's Board of Directors, before inclusion in the final database. Following editing and verification, the data is published in the U.S. Peace Registry.

Supplementing the documentation of contemporary anti-war role models and modern behaviors will be a collection of anti-war quotations by famous United States leaders and personalities, both past and present. For example, in his acceptance speech for the 1964 Nobel Peace Prize, Martin Luther King, Jr. acknowledged that, “It is not enough to say we must not wage war. It is necessary to love peace and sacrifice for it.” This quote, along with many other statements in support of peace and against war made by individuals such as Albert Einstein, Helen Keller, Dwight D. Eisenhower, Benjamin Franklin, and Margaret Mead will provide an additional historical perspective to the Registry.

The database presently includes citizens who have publicly opposed U.S. military actions including invasion, occupation, production of weapons of mass destruction, use of weapons, and threats of war to solve international problems. Individuals who have written an anti-war letter to their representatives in Congress or to a newspaper have been identified, along with Americans who have devoted their lives to peace and resisting war. Organizations that have opposed war for centuries will be highlighted, as well as hundreds of relatively new peace-related websites (Knox and Waggener, 2009).

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See the lists below for selected example behaviors.

EXAMPLES OF BEHAVIORS

Individual

- Withhold a portion of income tax
- Attend a peace conference
- Run for political office
- Develop educational curriculum
- E-mail federal representatives
- Participate in public debate
- Author online blog
- Serve on a community board
- Sign online petition
- Volunteer at event

Organizational

- Coordinate demonstration
- Provide training
- Organize film series
- Manage a storefront
- Operate interactive website
- Host conference
- Contribute media campaign
- Create exhibit
- Publish electronic newsletter
- Supervise lending library

Based on recent analysis, it is expected that eventually the Registry will have listed several hundred discreet anti-war behaviors and recognized thousands of peace activists. At present, the U.S. Peace Registry is a living, online document that can be updated with additional registrants and behaviors in perpetuity. It will later be made further available as a formal printed reference publication and be accessible for public viewing through electronic display at the U.S. Peace Memorial monument in Washington DC (see Alice Yeager's vision of the monument).

Through this process, the U.S. Peace Registry will help current and future generations understand how individuals and organizations have contested war and promoted peace. It will work to create a cultural shift where advocating for peaceful solutions to international problems and opposing war are considered as valuable as military action for securing our democracy. It will ensure that those who oppose any future U.S. war will have a broad arsenal of actions from which to choose.

For more information, or to submit an application for inclusion in the US Peace Registry, please visit: www.uspeacememorial.org/registry.htm.

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¹ A brief version of this article was delivered as a paper at the 2009 APA 117th Annual Convention, Toronto, Canada.

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MONTESSORI student giving a peace necklace to a classmate for helping her clean up a spill.

Two Montessori students sit on a Peace Mat. The boy had previously injured the girl. She expresses her feelings about the incident and he rubs her finger to make it feel better.





PEACE EDUCATION THROUGH MONTESSORI

Debbie Winter and Nikole Campbell, Faith Academy of Montessori, St. Louis, Missouri

“The Science of Peace, were it to become a special discipline, would be the most noble of all, for the very life of humanity depends on it. So, also perhaps, does the question of whether our entire civilization evolves or disappears.” – *Maria Montessori, 1932*

It is a little known fact that Dr. Maria Montessori was nominated for the Nobel Peace Prize, not once, but three times in her life. She believed that peace was the responsibility of education and that if it were to come about, it would be through the moral and spiritual education of the child. Through her intense research over the years, she concluded that all children, no matter what their economic condition (she taught royal children and children of the slums), develop according to the same natural laws. It is with this theory in mind that she encouraged everyone, educators and parents alike, to join forces to pay as much attention to the child's spiritual and moral education as to their academic education. She believed that each child had the ability to develop a peaceful mindset. Maria Montessori once said, “It is not the child as a physical but as a psychic being that can provide a strong impetus to the betterment of mankind.”

A Montessori classroom, in its very nature, is set up to promote peace. It is comprised of children of mixed aged groups working together and alongside each other. The older children have the joyful responsibility of helping the younger and the younger children learn easily from their shared experiences. Having children working at their own pace, and with lessons of their choice, eliminates the need for competition and enhances the joy of the experience. The directors in the environment are charged with the responsibility of setting up the classroom, observing each child and then helping them as they follow their own path of educating themselves, regardless of what another child's path is. Within the structure of the prepared classroom, children

are free to pursue what interests them most at any particular stage of development. Younger children observe the work of the older, and a natural curiosity guides them to the next level of learning in a non-competitive manner. They want to learn something new, as they have witnessed the joy of others doing so. The older child in the environment accepts the responsibility of setting a good example for the younger ones. In exercising this role, they grow morally.

From the very beginning the use of language in a Montessori classroom focuses on respecting the rights of others and of being a good citizen within the group. For instance, when we discuss putting a lesson back on the shelf where it belongs, it is to be done as “a kindness so that the next person wishing to use it will know where to find it.” When a child finishes a lesson, they are taught to clean and restore that lesson to its original, organized state, as a “kindness to the child who will use it next.” When a new child joins the school, all children are invited to help make that child feel comfortable. They learn empathy through experience and practice. In the Montessori curriculum, these customs are called “Lessons in Grace and Courtesy.” The children sincerely want to help the new child, assisting them in any way they can.

In a Montessori classroom, the director is charged with the responsibility of demonstrating to her/his students the characteristics of world citizens. It is his/her responsibility to observe, recognize and encourage the innate good in children, and to guide them gently toward a more peaceful existence within his/her

classroom. Montessori children do not expect to receive external rewards for making good choices. They learn to feel a sense of reward from “inside” themselves, and therefore their moral development is enhanced. Citizens of a Montessori classroom do not expect to get something for being a good person; they learn that it “feels good to do good.” They are taught to be aware and recognize the good in others, and to encourage fellow classmates when they are kind, respectful, helpful, etc. In other words, through the example of the director and through practicing behaviors of love and mutual respect, children cultivate peace in their classroom.

Recommended Reading:

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TEACHING PEACE THROUGH FUN: 17 YEARS OF A PEACE CAMP FOR KIDS

J. Jody Dempsey

**“We need to do more than give peace a chance.
We need to give it a place in the curriculum.”**
– Coleman McCarthy, circa 1990, Binghamton, NY

**“Teach this triple truth to all: a generous heart, kind speech, and a life of service
and compassion are the things which renew humanity.”**
– Buddha, date unknown

I promise to try to not hurt others by my words or actions; to respect others, even if they are different from me (boys & girls, all colors and races, all countries, all religions.) I know that everyone deserves to be treated that way. I will try my hardest to keep my promise of peace.
– Peace Camp Pledge



Peace Campers listen with rapt attention to the message.

Clinical/Empirical Basis for Logic of Teaching Peace

Why teach Peace? Who should it be taught to? Who should teach it? And finally, how should it be taught? The logic of reaching out to teach Peace to children is supported not only by the face validity of such a concept, but also by a number of reports and studies. For example, in January of 2001, responding to an order by Congress and President Clinton following the tragedy of Columbine, the Surgeon General published “Youth Violence: A Report of the Surgeon General.” This report, the product of a joint commission of the Center for Disease Control and Prevention, the National Institute of Health, and the Substance Abuse and Mental Health Services Administration, is a multiple chapter examination of the problem from many perspectives. Some of their findings relate directly to the potential benefits of interventions such as our Peace Camp.

Specifically, it was concluded based on the study of children and adolescents that “The window of opportunity for effective interventions opens early and rarely, if ever, closes” (p. 3). It was also suggested that such interventions be viewed not from just a problem-reaction perspective but rather with a broad,

public health approach. Indeed, in contrast to “the medical model which is concerned with the diagnosis, treatment, and mechanisms of specific illnesses in individual patients, the public health approach offers a practical, goal-oriented, and community-based strategy for promoting and maintaining health.” The Report goes further to evaluate existing intervention programs and to categorize these programs as meeting intentions of what the Commission categorizes as Primary Prevention, Secondary Prevention, and Tertiary Prevention efforts. The Commission further rated each program for effectiveness in meeting the goal of reducing youth violence.

Primary Prevention “is defined...as lessening the likelihood that youths in a treatment or intervention program will initiate violent behavior...therefore, prevention programs are designed to target youth who have not yet become involved in violence or encountered specific risk factors for violence...they are implemented on a universal scale and aim to prevent the onset of youth violence and related risk factors” (p. 2).

Secondary and Tertiary Prevention programs are “defined as reducing the risk of violence among youths who display one or more risk-factors for violence (high risk youths) or preventing further violence or the escalation of violence among youths who are already involved in violent behavior” (p. 2). Overall, such programs target youth who have already shown violent behavior or multiple risk factors for violence. Secondary Preventions are geared more toward individual risk factors, while Tertiary Prevention is the most intensive level, with a combination of both approaches.

Because the intention of our Peace Camp is to reach a broad base of children and to give them an opportunity to think about how they perceive themselves and their relationships with others, familiar and not familiar, and to learn skills to navigate those relationships and to integrate them into their way of living, our Peace Camp appears to best fit the category of primary prevention. Indeed, we have not seen the Camp as an appropriate activity for children with more intense behavioral/emotional needs, given that ours is an



Peace Camp counselors share the message of peace with peace campers.

unfunded, completely volunteer activity that is intended to be recreational and educational but not clinically therapeutic. We have had a few circumstances when a child with more significant emotional needs may have been signed up for the Camp with some subsequent behavioral issues. So far, however, we have been able to both devote more of our own attention to those campers while also matching those children to more individual supervision with older, more experienced counselors, and no child to date has needed to leave Camp because of behavior.

It seems reasonable to posit that many of the elements of Peace Camp could play a clinically positive role in secondary and tertiary prevention programs, but that could and should be subjected to clinical empirical inquiry. With our Camp structure, however, the primary prevention focus is most appropriate.

A review of the data examining the effectiveness of varying approaches to reducing youth violence by the Surgeon General showed that in primary prevention, skills training, behavior monitoring and reinforcement, cooperative learning, and positive youth development programs, in addition to several other approaches, are effective on a universal scale (i.e., designed to prevent the development of violent behaviors rather than trying to reduce and/or eliminate violent tendencies that might already exist). Certainly, that is what we strive for, thus aligning with the structure of primary prevention.

Overall, investigations of factors correlated to the development of youth violence indicate that risk factors for violence “result from social learning or the combination of social learning and biological processes” (p. 3). Conversely, it seems logical to suggest that social learning that positively reinforces pro-social behaviors in an environment where such skills are

taught would result in an increase in positive, peaceful, and pro-social behaviors. Peace Camp provides youth with the opportunity to do both. The Commission found that “The most important conclusion...is that youth violence is not an intractable problem” (p. 6).

Finally, while our program content is tailored to the developmental levels of our elementary school-aged campers, we strongly believe that recruiting the adolescents who function as our counselors serves an equally important purpose by giving us the opportunity to train them in the specific application of peace-teaching methods. The reinforcement they receive from both the younger children they teach and interact with, as well as from families, the media that has positively and enthusiastically reported on the Peace Camp every year, and the skills they learn by teaching strongly contribute, we believe, to the development and integration of their Peace-making and Peace-building attitudes, values, and behaviors.

Further support for the purposeful inclusion of adolescents in the fabric of an intervention such as Peace Camp is found in the Surgeon General’s Report: “Targeting prevention programs solely to younger children misses over half the children who will eventually become serious violent offenders, although universal prevention programs in childhood may be effective in preventing late-onset violence” (p. 3).

Origins of the Development of the Peace Camp

Almost twenty years ago, amidst the swelling tide of societal concern about the youth violence “epidemic,” my increasing recognition that the cadre of kids I treated for aggressive, externalizing behaviors needed to be reached before they viewed violence as the way, and

the mounting, sometimes panicky requests from parents, schools and youth agencies for interventions and staff training to address youth violence, I heard Coleman McCarthy, former *Washington Post* columnist and well-known Peace advocate, speak the phrase quoted earlier at a conference addressing the problem of youth violence, and it was one of those clinical “Aha!” moments...TEACH PEACE!

Since then, I’ve labored to do just that whenever and wherever I can. The most effective intervention in that pursuit to date has been our Peace Camp. This summer, my wife Terry and I concluded our 17th annual Peace Camp in Vestal, NY, where for four consecutive evenings we gathered with 88 young campers and 47 adolescent counselors to share, sing, draw, discuss, dramatize, and celebrate the possibility of PEACE, to understand more about what it means in our own lives, the lives of those around us and in the world, and to begin to learn the skills necessary to make it happen.

While I have daily contact with children from preschool to college age through my decades of independent practice with youth, families and youth agencies and Terry through her 30 + years as a teacher of children from preschool age to her current position as a secondary school learning support teacher, we both rapidly realized that there were no guidelines or blueprints to go by, just a broad concept needing specifics, not only to reach and teach our campers, but to also give them a good time. We also remained keenly aware that we were asking parents and children to commit to what is too often an abstract idea while sacrificing several hot evenings in the prime time of summer to learn about Peace. It seemed clear that we would not get a second chance if the first was a flop.

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While there was a scattering of literature to direct us, most was academic, abstract and geared to adults. Seeking some direction as the date of our first Peace Camp approached, I reached out to the stimulus of this concept and managed to reach Mr. McCarthy directly, first through Directory Assistance and then through cajoling staff at the *Washington Post*. When I did connect with him, he was responsive, patient, and passionate about the principle and directed me to Mary Joan Parks, someone who had already done some Peace-teaching work with youngsters. A phone number search and call later, we talked about her conception and implementation of Peace Camps, and she sent her program material which gave specifics and a sense of how she approached it.

To date, more than a thousand children (Grades K to 6th) have passionately participated in our nondenominational Peace Camp under the guidance of our “staff” of about two hundred fifty dedicated teen counselors. A variable indicating that the Camp is meeting one of our core objectives of fun for campers and staff is the fact that almost all of our counselors are former Campers who return eagerly year after year, often bringing friends and peers who are intrigued by the concept and claims of good times and sign up to come. Indeed, most who come one year return the following year. The Peace Camp has been possible because of the sponsorship and donation of school/church properties by Our Lady of Sorrows Church. There is no fee for attending the Camp. T-shirts featuring the current year Camp theme are tie-dyed in the opening Peace Art activity and are available to Campers for a fee to cover their cost. Campers and Counselors bring non-perishable food items if and when possible for donation to the Parish Food Kitchen donation program.

Structure of Peace Camp

For our first Peace Camp, we implemented many of Ms. Park’s program ideas. Since then, however, we have tailored, created, and tapped into many other sources to mold Camp activities based on our experiences and the response of the kids who have attended. Learning what works well and what didn’t through experience, our current four-evening Camp schedule runs for two and a half hours with a mixture of large group and small group activities. An example of our



Peace Camp counselors teach the steps to peaceful conflict resolution using story of Red Riding and the Wolf.

Camp Schedule is provided below.

CAMP SCHEDULE

Peace Camp—One People, One World, One Peace—Summer 2009

6–6:15 p.m.: Table activities. Stay with your group, make name tags, color in booklets. Tell kids why you came to peace camp, learn about each child.

6:15–6:30 p.m.: Large group activities. Sit in assigned section on floor.

6:30–7:30 p.m.: Small group. Students participate for 20 minutes in three of the following activities: Cooperative Games, Peacemakers, Peace Music, Making Peace Happen Role Playing, Peace Art.

7:30–7:40 p.m.: Snack

7:40–8:20 p.m.: Small group. Students participate for 20 minutes in two of the remaining small group activities listed above.

8:20–8:30 p.m.: Large group activity. Sit in assigned section on floor.

All the campers are grouped by age into smaller groups of 8 to 10 children, each with at least four adolescent counselors who stay with them throughout all Camp activities.

The large group session, which opens and closes each evening’s gathering, is an opportunity for me, my wife, or a motivated counselor volunteer to talk with all about an important and relevant theme or concept, such as “What is Peace?”, or “Who are the Peacemakers?”, or most importantly, “How to be a Peacemaker,” where specific age-relevant steps to peaceful

problem solving, or nonviolent and effective conflict resolution skills, are taught and discussed using relevant, real-kid-life examples.

Small group activities, run by counselors and attended by the campers and their small group counselors, include Peace Art, Cooperative Games, Peace Music, Role Plays, Peacemakers, as well as varying proactive activities where the campers help by creating, making, writing, drawing, etc., for others such as the elderly, the ill, our soldiers overseas, etc. In small group, there are many opportunities for the counselors and campers to interact with and to get to know each other on a personal basis, to share thoughts, experiences, and opinions about peace, diversity, conflict and other related topics, and relationships among and between the ages and genders are formed and strengthened. Many friendships established at camp have continued for years after.

The 20-minute small group activities are located in different rooms and run by two or three counselors who have been given specific activities and training in how to conduct them. For example, in Peace Art, all the campers may make paint imprints of their hands on a large roll of poster paper with a theme of “With These Hands, We Can Make Peace.” Another will be directing campers on a discussion of what peace looks like, sounds like, or feels like to them, and then drawing pictures depicting that, or in other artistic ways creating what they have imagined.

In Peace Music, campers learn, sing, and discuss a number of peace songs that celebrate how peace can bring us together. For example,

“God Bless the Planet Earth,” sung heartily by about 150 kids, was inspiring to both singers and audience. In Cooperative Games, campers don’t compete. Rather, the game objectives call for cooperation by working together to figure out how transfer a bucket of water from one site to another using only cups and a line of campers. Progress only flows from cooperation.

Peacemakers has campers learning from counselors about those who have made a positive difference in the quest for peace, some internationally known such as Dr. Martin Luther King, Jr., Mother Theresa, Gandhi, and others who were not as well-known but have nonetheless impacted the world around them through their service, such as Samantha Smith, Irene Sandler, or Sadako. Ultimately, campers are encouraged to see that they, too, can change the world through their everyday lives and interactions with that world and specifics of what they have done or might do are discussed with and by them.

Our Camp concludes the fourth night with a Peace Camp dinner where the campers bring their families to a group pot-luck dinner with food purchased, cooked, and donated by the families, including campers and counselors. The campers proudly show their art, their

activities, and introduce their new peace companions. We conclude Camp with peace skits, songs, poems, and other brief activities conceived, rehearsed, and enthusiastically performed by each group. Generally, this closing event is attended by more than a couple hundred people.

Future Directions/Need for Interventions Such as Peace Camp

While in the context of our Peace Camp there is little to radically change because of inherit on a local, unfunded, volunteer activity, there are potential additions/modifications that could enhance the objectives of increasing pro-social beliefs, behaviors and skills and decreasing observable and measurable aggressive behaviors. These additions are clear because of our experiences in running this program and our interactions with the 1000+ youngsters who have participated.

Campers and their families are asked for written feedback about the Camp, and there have been occasional comments about time and/or days chosen for the Camp or other peripheral issues. However, the most common comment by far has been that activities such as those conducted at Peace Camp happen much more frequently, including integration into

children’s education. That belief, strongly held before starting, seems more valid now. The shared experiences transform an abstract, esoteric concept into a fascinating, personally relevant, and individually reachable way of living. To be sure, we stress repeatedly that Peace does not exist on its own; rather, it needs to be made, and each of us has the chance to do so. It is also pointed out that one takes this journey a day at a time, and there are obstacles encountered along the way. However, that truth clarifies another maxim that guides Peace Camp: There is no way to Peace; rather, Peace is the way.

Finally, while we believe Peace Camp has made a difference, such an intervention needs empirical investigation, including random assignments to this and/or other interventions, control groups, data collection, and appropriate analyses to objectively define efficacy. While I hypothesize that Peace Camp has made a positive change in participants, this approach and relevant variables (e.g., duration, age, activities, etc.) should be measured to show if they improve our ability and reliability in promoting Peace and to better shape the interventions provided.

Jody Dempsey can be contacted at: dempseyjody@earthlink.net.

Would you like to show your support for PEACE in a more tangible—and visible—way?

Order a “Peace is Possible” t-shirt or hat from Julie Levitt by emailing her at julie.levitt@verizon.net.

Donate \$10 (or more if you like) to our Division, and we will send you one of the items as a token of our appreciation.



Political Participation and Conflict Escalation in Lebanon¹

Fouad Bouzeineddine, Clark University, Worcester, Massachusetts

"The best lack all conviction, while the worst are full of passionate intensity."

— W.B. Yeats

Sophisticated and widespread political participation is an essential part of democracy and an important step toward enduring and peaceful societies. It is therefore imperative to understand the underlying dynamics of participation in psychological terms, and to find ways to improve it quantitatively and qualitatively. Intelligent participation makes for democracies that are stable, peaceful, and successful. Where democracy is the rule of the people by the people, it cannot be anything other than what the people make of it.

Citizen participation and involvement is inherently a highly complex issue, with multiple factors affecting it across time and the geopolitical spectrum. So far, the research on the relationship between psychology and political participation has been on the level of the individual. But it is well established that group influences interact with individual psychology and behavior. We cannot afford to continue to ignore the relationship between the group psychology of nations and their citizens' political behavior, especially with respect to groups' collective emotional conditions and their effect on political stability and conflicts.

One important national condition is a nation's emotional climate. Measures of emotional climate may ask people what they think most citizens feel about the situation in the nation. Such a method may be more accurate than simple self-report because it allows people to be more honest. It is a reflection not only of the socio-economic and political situation of the nation, but also of the ways that people are dealing with that situation. As such, it can be a good way to uncover the affective framework through which people are responding to their situation, including the political decisions they are making.

We adapted a survey shown to be a good measure of emotional climate (de Rivera, Kurrien, & Olsen, 2007) so that it included items that assess the level of political involvement of the respondent, the motivational levels for political participation, aggressiveness in political activity, and the general perceived level of crisis and polarization in the country. Since such a survey had not been used in countries in which there had been a crisis coming right after a period of economic growth and prosperity, and since my home country of Lebanon was passing through both a prolonged internal crisis and frequent foreign and terrorist attacks, it was an obvious candidate for the study.

In Lebanon there was, as expected, a significant sense of hopelessness and insecurity, and an acute lack of trust and respect between the people. The extent of individual demoralization was correlated with the extent to which individuals perceived a climate of distrust ($r = .35, p < .001$), and a climate of insecure hopelessness ($r = .25, p < .05$). In Lebanon, this demoralization was related to political affiliation. Moderates who did not support a one of the two major political sides were more likely to be demoralized ($F(3,78) = 9.4, p < .001$) and had lower political involvement ($F(3,78) = 6.6, p < .001$).

There are several possible reasons for why the moderates were more demoralized and withdrawing. One factor is the rigidity and polarization of the major political parties, which also have a monopoly on power. This rigidity and hostility may be exacerbated by the collective lack of trust and security that compromises a people's solidarity and their willingness to sacrifice for the greater good. This loss of openness and flexibility leads to the polarization described by Rubin, Pruitt, & Kim (1994). This polarization, with the climate of distrust and insecurity, can lead to zero-sum thinking, negative attitudes, and contentious goals, the hallmarks of the structural changes that prevent conflict resolution. This cycle would be completed as increased polarization and escalation make

the emotional climate of a nation more insecure, eliminate trust, and breed despair.

Additionally, in an insecure climate where demoralization is high, the individual's perceptions of self-efficacy might be lower, and the locus of control externalized. Coupled with a context that is unstable, this may lead to one of two things. One can come to a state very like learned helplessness, withdrawing from any involvement with politics, as it is damaging to the self-image and to one's sense of self-control and security. Or, one can become frightened, frustrated, and aggressive. Terror management theory suggests that this could lead to hate and polarization, as one's belief system, self-image, and identity are threatened. And one can find refuge in social identity. But if that is then threatened, especially where groups are competing, group bias may come out, and social contagion take over, possibly producing further polarization and risking further instability and conflict.

If these findings generalize to other countries with similar emotional climates of insecurity and distrust, they demand our attention. The mere fact of the demoralization and withdrawal of the moderates and neutrals as a result of such a climate is worrisome. It ensures that relatively more aggressive and/or partisan elements remain involved in politics, risking further polarization, radicalization, and destabilization. This is not to mention any potential activation of radical elements. In order to ensure the internal stability, peacefulness, and prosperity of sensitive and already troubled states, such as Lebanon, this cycle must be prevented. It suggests that political players dealing with these countries should adopt policies that activate and empower the political participation of nonpartisan, moderate citizenry, without creating further polarization or insecurity.

In a final aside, we begin to see signs of a growing polarization here in the U.S., coinciding with an emotional climate that apparently

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Collaboration Between VA & College Theater Group to Bring Awareness of War Trauma

Leigh Messinides

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has begun to turn toward insecurity and distrust. The insecurity seems to be stemming both from the economic downturn and its long-term consequences (particularly unemployment), and from the sudden and radical ideological shift of power in government, and the consequent uncertainty as to how such a shift might affect the future and identity of the country. Some among those who lost power appear to be feeding distrust, and intensifying the culture war between liberal and conservative. So, while we certainly have reason for concern about the state of the fragile countries in whose internal politics the U.S. has a hand, it is also imperative to remain vigilant on the home front. The twin tumors of polarization and radicalization must under no circumstances be allowed to take root and grow.

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¹ A similar version of this paper was published in the Fall 2009 issue of the *International Society of Political Psychology newsletter* (ISPPNews).

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One could tell this would be a different kind of Grand Rounds presentation when the preparations involved a dress rehearsal and last-minute efforts to fix the footlights! A short one-act play on the topic of war trauma was presented on June 2, 2009 at VA Long Beach Healthcare System (VALBHS), Long Beach, CA, before an audience of staff, veterans and their families.

The aim was to utilize a creative medium—in this case a theater drama—to help illustrate issues of military trauma and facilitate open discussion. The story of this presentation began when Rod Doran, a Navy veteran, returned to Orange Coast College pursuing his dream of writing. In his words: “A chance comment made in a room full of Viet Nam veterans triggered the idea of a story I was compelled to tell. I attempted to write a short story, but couldn’t make it work. With the story still bouncing around in my head, the one act play format was assigned to me by a writing instructor. You never know what will change your life, but I know writing a play about John and Karen changed mine. My hope is that my life will not be the only one John and Karen will change.”

The play, entitled *The Wall*, was originally presented at Orange Coast College’s Original Play Showcase this past spring. In its 15 minutes of dialogue between a young married couple, it sensitively portrayed how the pain of trauma can cause withdrawal, and the impact this withdrawal can have on the couples relationship. When asked if they could present the production at our VA, the student troupe (writer Rod Doran, director David Sa-

lai and cast members Teresa Rios and Elliott Glasser) were very willing to assist.

A panel was invited to be part of the discussion after the play, and they came from diverse backgrounds in the fine arts, the military and mental health. Kevin Vejar, RN, the VALBHS PTSD Team Nurse Case Manager, spoke on the military experience, VA treatment resources, as well as his own Navy experience. Dalia Sanchez, a counselor at the Orange County Vet Center with extensive military experience and a recent tour in Iraq, spoke about her work with veterans and their families. Professor Joanne Gordon, chair of the Theater Arts Department at California State University, Long Beach, director of Cal Rep Theater, and the recipient of numerous drama awards, spoke about how she recently came to create a play on the veterans’ experience, and on the role of the arts in communicating the human cost of war. One audience member who had been married to a Viet Nam veteran shared how the play surprised her by its similarity to her own experience.

Since the presentation, other VA staff have asked about the possibility of using plays or drama to heighten awareness of other mental health issues. The coordinators for the June second presentation, Stacey Maruska, the VALBHS Recovery Coordinator, and Leigh Messinides, VALBHS Psychologist, were struck by the generosity of the Orange Coast College students in sharing their talents and time with our VA community, and the enthusiasm and openness of veterans and staff to this non-traditional presentation.

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Building Global Solidarity Toward Nuclear Abolition: Five-Point Plan by Buddhist Peace Builder Daisaku Ikeda

Kathleen H. Dockett, University of the District of Columbia

Daisaku Ikeda, Buddhist philosopher, educator, and peace activist, issued a five-point plan for nuclear disarmament and non-proliferation (Ikeda, 2009) on September 8, 2009. Titled Building Global Solidarity toward Nuclear Abolition, the proposal outlines the steps to be taken during the next five years to lay the foundation for a world without nuclear weapons. Ikeda emphasizes the uniqueness of the opportunity before us now to build a ground swell of public support and to influence political processes.

The proposal commemorates the 52nd anniversary of second Soka Gakkai President Josei Toda's (1900-58) historic call for the abolition of nuclear weapons in 1957. It also marks the 26th year that Ikeda has submitted annual peace proposals to the United Nations (UN). Fortuitously, this proposal was released 16 days prior to the historic summit of the UN Security Council (2009) on nuclear proliferation held on September 24th. Of note, the resolution unanimously adopted by the Security Council mirrors key aspects of Ikeda's five-point plan. This brief article provides a summary of Ikeda's proposal, with commentary on the psychological underpinnings of his plan.

Calling attention to the growing threat and fears of nuclear proliferation, Ikeda reminds us of three disturbing facts. The number of states with nuclear weapons has almost doubled since the 1970 implementation of the Nuclear Non-Proliferation Treaty (NPT). There remain 25,000 nuclear warheads in the world today. Fears are on the rise "that the spread of nuclear weapons technologies and materials will ...unleash the nightmare of nuclear terrorism" (p. 1).

Ikeda invites the leaders of nation states that possess nuclear weapons or that rely on the nuclear weapons of other states to ponder the following questions (p. 2):

- Are nuclear weapons really necessary? Why do we need to keep them?
- What justifies our own stockpiles of nuclear weapons when we make an issue out of other states' possession of them?

Daisaku Ikeda is widely recognized as one of the world's leading interpreters of Buddhism. He is president of the Soka Gakkai International



(SGI), a non-governmental organization (NGO) of the UN, and one of the most dynamic and fastest

growing Buddhist movements in the world today with some 12 million adherents in 192 countries. A recipient of the United Nations Peace Award in 1983, Ikeda's contributions to world peace, cultural exchange, and education have been recognized by the world's academic community which has awarded him more than 200 honorary academic degrees.

- Does humanity really have no choice but to live under the threat of nuclear weapons?

Self-education of leaders is paramount, as is the education of the populace, according to Ikeda. In the five-decades since his mentor Josei Toda's historic call for nuclear abolition on September 8, 1957 in Japan, Ikeda has consistently taken action to generate a ground swell of popular opinion for disarmament and non-proliferation. These actions have included three proposals to the UN General Assembly on Disarmament, annual peace proposals since 1983, the founding of peace institutes, numerous exhibitions on disarmament, public awareness campaigns, proposals for UN reform, and education tool DVDs on Hiroshima and Nagasaki, among others.

Ikeda has emphasized three themes in his proposal: "the need for a transformation in the consciousness of political leaders; the need for a clearly shared vision toward the outlawing of nuclear weapons; and the need to establish 'human security' on a global scale" (p. 5).



Five-Point Plan toward Nuclear Abolition

Ikeda's five-point plan outlines the steps to be taken to lay the foundation for a world without nuclear weapons within the next five years (p. 7):

1. The five declared nuclear-weapon states to announce their commitment to a shared vision of a world without nuclear weapons at next year's Nuclear Non-Proliferation Treaty (NPT) Review Conference and to promptly initiate concrete steps toward its achievement.
2. The United Nations to establish a panel of experts on nuclear abolition, strengthening collaborative relations with civil society regarding the disarmament process.
3. The states parties to the NPT to strengthen nonproliferation mechanisms and remove obstacles to the elimination of nuclear weapons by the year 2015.
4. All states to actively cooperate to reduce the role of nuclear weapons in national security and to advance on a global scale toward the establishment of security arrangements that are not dependent on nuclear weapons by the year 2015.
5. The world's people to clearly manifest their will for the outlawing of nuclear weapons to establish, by the year 2015, the international norm that will serve as the foundation for a Nuclear Weapons Convention (NWC).

Comparison of the Ikeda proposal and the Security Council resolution on the proliferation

of nuclear weapons suggests a confluence of vision and concrete plans. The United States of America President Barack Obama, who presided over the UN Security Council summit, stated he was extraordinarily encouraged by the unanimous adoption of the resolution (United Nations Security Council, 2009). President Obama stated:

The resolution just adopted had brought agreement on a broad framework for action, which acknowledged that all nations had a right to peaceful energy, and those with nuclear weapons had a responsibility to move towards nuclear disarmament. To that end, the United States would host a summit in April 2010. The resolution would strengthen institutions and initiatives aimed at battling trafficking in proliferation-sensitive materials. It also called for safeguards to prevent the conversion of peaceful nuclear energy programmes into weapons programmes.

Words alone will not get the job done, but, having affirmed our stated goal, I am confident that if we are diligent we can in fact move this process forward and provide the sort of peace and security for our children and grandchildren that all of us so desperately want (p. 13).

Beyond this confluence of vision and plans, Ikeda's proposal introduces two additional concepts worthy of our consideration as peace psychologists.

Humanitarian competition

One is the concept of a new mode of competition, "humanitarian competition," proposed over 100 years ago by Tsunesaburo Makiguchi (1871-1944), the founding president of the Soka Gakkai and an educational theorist and religious reformer. Rather than nuclear weapons competition, Makiguchi proposed that states "engage in a positive rivalry to contribute to the world through humane action, in order to spread the spirit of peaceful coexistence and build a truly global society" (Ikeda, 2009, p. 5). The concept is similar to the vision of Martin Luther King Jr. (1929-1968) when he stated:

[W]e must transform the dynamics of the world power struggle from the negative nuclear arms race which no one can win to a positive contest to harness man's creative genius for the purpose of making peace and prosperity a reality for all of the nations of the world" (as cited in Ikeda, 2009, p. 12).

The Real Enemy

Second is the concept of "the real enemy." Ikeda explains:

[the] enemy is not nuclear weapons per se, nor is it the states that possess or develop them. The real enemy that we must confront is the ways of thinking that justify nuclear weapons; the readiness to annihilate others when they are seen as a threat or as a hindrance to the realizations of our objective (2009, p. 5-6).

Toda called these the "claws hidden in the very depths of nuclear weapons," which he advocated "exposing and ripping out." From this perspective there is no justification for any state to have nuclear weapons.

Calling upon ordinary people of goodwill to work together to create an indomitable force for peace, Ikeda asserts, is the only way to end the nuclear threat of our age. He introduces the Buddhist concept of "three thousand realms in a single moment of life." This concept teaches that each of us possesses an unlimited power or capacity. "Thus a change in the deepest levels of an individual's consciousness and commitment can give rise to waves of transformation in one's surroundings and society, eventually spurring nations and even the entire world to change" (p. 13).

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CALL FOR PAPERS

Seeking articles for the next issue of *Peace Psychology* relating to the Non-Proliferation of Nuclear Weapons.

In May 2010, the United Nations will hold the Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons (NPT). The NPT was put into effect in 1970 and was extended indefinitely in 1995 with review conferences scheduled every five years. According to the UN, "The NPT is regarded as the cornerstone of the global nuclear non-proliferation regime. It was designed to prevent the spread of nuclear weapons and weapons technology, to further the goal of nuclear disarmament and general and complete disarmament, and to promote cooperation in the peaceful uses of nuclear energy." Additional information can be found at: <http://www.un.org/disarmament/WMD/Nuclear/NPT.shtml>.

Please send your submissions to the editor no later than March 15, 2010.



Summit on Interpersonal Violence and Abuse Across the Lifespan: Forging a Shared Agenda

February 24-26, 2010, Dallas, Texas
Call for Papers Extended to December 1, 2009

The summit, co-sponsored by Division 48, will be organized around thematic threads. These threads represent different aspects of interpersonal violence. Plenary speakers and symposia will represent an interweaving of two or more of these threads. The overall aim is fostering a more integrative perspective on the critical issues to address in eliminating interpersonal violence. Submissions can focus on one or more of the following threads: Intimate Partner Violence; Child Maltreatment; Youth Violence; Community Violence; Sexual Assault; Children Exposed to Violence; Substance Abuse; Diversity/Cross Cutting Issues; Elder Abuse and Neglect. The conference will emphasize integration across these domains and across research, practice, prevention, and policy. Up to 19 hours of CEs will be available. Additional information can be found at: <http://www.reisman-white.com>

David Adams

2009 Morton Deutsch Conflict Resolution Award Winner



David Adams is the winner of the Division's 2009 Morton Deutsch Conflict Resolution Award. The award recognizes an individual who has made notable contributions to the integration of theory and practice in the field of conflict resolution. As winner of the award, Dr. Adams will present a lecture to the Society during its meeting at the 2010 APA convention.

Dr. Adams' work on aggression and his years of work with UNESCO have helped develop and establish the scientific basis for work toward a culture of peace. He was the Director of the UNESCO Unit for the International Year for the Culture of Peace (IYCP) that was proclaimed by the United Nations General Assembly. During that year, 75 million people were mobilized to sign the Manifesto 2000, promising to promote a culture of peace in their daily lives. The IYCP laid the basis for the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001–2010) and the Global Movement for a Culture of Peace.

Dr. Adams held a twenty-three year career at Wesleyan University (Connecticut, USA) as a professor of psychology. While at Wesleyan, and previously at Yale University, he specialized in the brain mechanisms of aggressive behavior, the evolution of war, and the psychology of peace activists. He was one of the scientists who helped to develop and publicize *The Seville Statement on Violence*, the statement that provided the scientific underpinning for the statement that "the same species who invented war is capable of inventing peace."

Following his tenure at Wesleyan, Dr. Adams went to UNESCO in 1992. He was the consultant who designed UNESCO's Culture of Peace Programme as a supplement and alternative to military peacekeeping operations. He was a senior staff member of the Programme from 1993–1997, and the Director of the International Year for the Culture of Peace (IYCP) from 1998 until his retirement in 2001. His responsibilities included development of national culture of peace projects, research and development of the culture of peace concept and training in peace-building

and conflict resolution. On behalf of UNESCO he prepared several UN documents, including the draft Declaration and Programme of Action on a Culture of Peace (1999).

Dr. Adams is the author of numerous publications in neurophysiology, biopsychology, ethology, social psychology, cross-cultural anthropology, history and ethics. His most recent work is an important trilogy: *The History of the Culture of War*, *World Peace through the Town Hall: A Strategy for the Global Movement for a Culture of Peace*, and *I Have Seen the Promised Land*. Together they put forward a comprehensive and feasible plan toward achieving world peace.

Invite Friends to Join Division 48

Invite your friends to join the Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division of the American Psychological Association (Division 48). Give them a membership application and invite them to join the Society and a working group!

The Society for the Study of Peace, Conflict, and Violence works to promote peace in the world at large and within nations, communities, and families. It encourages psychological and multidisciplinary research, education, and training on issues concerning peace, nonviolent conflict resolution, reconciliation and the causes, consequences, and prevention of violence and destructive conflict.

Thomas Pettigrew

2009 Ralph K. White Lifetime Achievement Award Winner

Thomas Pettigrew is the winner of the 2009 Ralph K. White lifetime achievement award. The award recognizes an individual whose work has made a significant contribution toward the building of peace. As the award winner he will deliver a lecture to the Society during the 2010 APA meeting.

Professor Pettigrew's work on the conditions which influence productive intergroup contact has had an impact on practical reconciliation efforts and helped to bridge peace scholarship throughout the world.

Currently a research professor of social psychology at the University of California, Santa Cruz, Professor Pettigrew received a Ph.D. in Social Psychology from Harvard University in 1956. He taught at the Universities of North Carolina (1956-1957), Harvard (1957-1980), and Amsterdam (1986-1991). In addition, in 2001 he was a Senior Fellow at the Research

Institute for the Comparative Study of Race and Ethnicity at Stanford University.

Professor Pettigrew has been at the forefront of research on racial prejudice for a half-century. As an expert on black-white relations in the United States, he has also conducted intergroup research in Australia, Europe, and South Africa. He served as President of the Society for the Psychological Study of Social Issues in 1967-1968 and later received the Society's Kurt Lewin Award and twice the Gordon Allport Intergroup Research Award.

Other national awards include the Sydney Spivack Award for Race Relations Research from the American Sociological Association (1979), the 2002 Distinguished Scientist Award from the Society for Experimental Social Psychology, a Senior Fulbright Fellowship (2003-2004), and the 2009 Lifetime Achievement Award of the International Academy



for Intercultural Research. In 2008, he received an honorary doctorate from Philipps University in Marburg, Germany. Professor Pettigrew is the author of several books and journal articles. His diverse research interests include applied social psychology, attitudes, conflict resolution, intergroup relations, political psychology, prejudice/stereotyping and sociology.

NEW MEMBERS

If you know any of our new members, please reach out and extend a personal welcome to them.

Thanks for joining our collective effort to bring about peace in the world. Please spread the word to your friends and colleagues and direct them to www.peacepsychology.org to join us. We count on your energy and enthusiasm to participate in Peace Psychology activities.

Suzana Adams, Arizona

Chancellor Agard-Wilson, Maryland

Robert Bretz, Indiana

Michael Cochran, New York

Gregory DeClue, Florida

Veronica Dobson, California

Katherine Louise Gee, Virginia

Greg Goese, Manitoba

Christianna Gozzi, New York

Daniela Kantorova, California

Sara Laney, Maryland

Sandra Lewis, Georgia

Donna Nassor, New York

Christy Omidiji, New York

Ramesh Pattni, United Kingdom

John Rock, New York

Chiara Sabina, Pennsylvania

Hannah Severson, Idaho

Ariela Shalev, California

Linda Smith, Washington

Amanda Sorensen, Oklahoma

Deborah Stiles, Missouri

Henriette Warfield, California

Jennifer Young, California

Lissa Young, Massachusetts

Fouad Bou Zeineddine, Massachusetts



Division 48 APA Council of Representatives Fall 2009 Report

Judith Van Hoorn, Ph.D., and Albert Valencia, Ed.D.

The following report of recent activities of the APA Council of Representatives provides detailed information regarding several August 2009 Council actions of particular importance to Division members. In most cases, the “Be It Resolved” statements represent new or changed APA policies. Our report concludes with a brief summary of other actions. As a new Council member, Albert found that, as in many member-supported organizations he’s been involved with, the work of Council is based on the democratic principles of debate and open discussion, and includes numerous caucus meetings, e-mail messages, individual-caucus-and-division networking, the careful crafting of motions, and ultimately, a call for and the tally of the voting.

Council Resolution: Revising the Ethics Code

In a show of overwhelming support, APA Council voted to make sure that the Ethic Code will be changed so that Standards 1.02 and 1.03 cannot be used as a justification for or defense against violations of basic human rights.

Background:

Since 2005, Division 48 Council Representatives have worked to change Ethical Standards 1.02 to clarify that no member can use this Standard to violate principles of basic human rights. According to APA procedure, the Ethics Committee and other Boards and committees review proposed changes for revisions prior to a Council vote. In August 2008 Judy Van Hoorn and Corann Okorodudu helped draft a Council New Business Item (NBI) that charged the Ethics Committee with recommending language that would resolve the discrepancy between the language contained in the Introduction and Applicability Section of the Ethical Principles of Psychologists and Code of Conduct that includes “in keeping with principles of basic human rights” and in the language of the Ethical Standards 1.02 and 1.03 that does not.

In addition to Division 48 representatives, “Movers” (sponsors) of this resolution in-

cluded Council Representatives from SPISSI (9), Military Psychology (19) Women (35), Psychotherapy, Law and Society (41), and the Georgia State Council representative. In August 2008 there was widespread support for the New Business Item from Council and the Board of Directors. More than 50 members signed on as co-sponsors.

In January 2009, the Ethics Committee issued a call for comments regarding whether Standard 1.02 should be changed (this was the charge of 2005 Council action). In June, after considerable public comment and responses from various APA Boards and Committees, the Ethics Committee wrote a Report to Council that included the recommendation that Standard 1.02 not be changed. Furthermore, the Ethics Committee recommended that the NBI not be passed.

Upon receiving the Ethic Committee’s Report and recommendation in July, Judy and Corann joined with the other Movers to urge the Board of Directors and Council that they support clarifying both standards. Importantly, the Movers proposed a “substitute motion” which Council approved overwhelmingly (i.e., the Resolution below) specifying that the Ethics Committee must recommend language to ensure clarification and specific criteria as well as a short timeline ending in December, 2009. Because Division 48 membership has been committed to changing the Ethics Code since 2005, we include detailed information on the Resolution (The full text of the resolution is posted on the APA Ethics Office website).

August 2009 Council Resolution

Subject: Continued Council action to ensure that Ethical Standards 1.02 and 1.03 can never be used to justify, or as a defense for, violating basic human rights.

Motion: Council directs the APA Ethics Committee to propose language to Council that will resolve the discrepancy between the language of the Introduction and Applicability Section of the Ethical Principles of Psychologists and Code of Conduct and the

Ethical Standards 1.02 and 1.03 so that these Standards can never be used to justify, or as a defense for, violating basic human rights. This process shall be completed in time for the Ethics Committee’s proposed language to be acted on as part of Council’s February 2010 meeting agenda. The following is a partial text of the motion:

...WHEREAS in 2005 Council members learned that the Introduction and Applicability Section of the Ethics code is aspirational and not enforceable. It states: “If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.” In contrast, Standard 1.02 states, “If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.” Standard 1.03 states, “If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code”;

...WHEREAS in July 2009 the Ethics Committee acknowledged the discrepancy between the aspirational section of the Ethics Code (Introduction and Applicability Section) and the enforceable section, but did not propose any language to resolve it. Instead the Ethics Committee recommended against adding the one phrase, “in keeping with basic principles of human rights,” to Ethical Standard 1.02 or 1.03;

...WHEREAS the July 2009 response does not report that the Ethics Committee considered any other approaches or wording possibilities to resolve the discrepancy other than adding the words “in keeping with basic principles of human rights”;

...WHEREAS Council acknowledges and appreciates the Ethics Committee’s work on this issue, however, the pressing need to resolve the discrepancy remains so that Ethical Standards 1.02 and 1.03 can never be used to justify or as a defense for violating basic human rights;

...WHEREAS the Ethics Committee’s June 2009 statement, “No Defense Against Torture,” is insufficient because it solely prohibits torture and is neither contained nor referenced in the Ethics Code itself;

THEREFORE BE IT RESOLVED that Council directs the APA Ethics Committee and the other relevant Boards, Committees and constituencies to move forward expeditiously to recommend language to Council that will resolve the discrepancy between the language of the Introduction and Applicability Section of the Ethical Principles of Psychologists and Code of Conduct and Ethical Standards 1.02 and 1.03;

...BE IT RESOLVED that the language proposed for Council’s action clearly communicate that Ethical Standards 1.02 and 1.03 can never be interpreted to justify or as a defense for violating basic human rights;

...BE IT RESOLVED that this entire process be completed in time for the Ethics Committee to make a formal recommendation for proposed language to be acted on as part of Council’s February 2010 meeting agenda.

Actions Regarding the Status of Observers of the Four National Ethnic Minority Psychological Associations

Division 48 ExComm members, including COR representatives, played leadership roles in promoting the adoption of an APA By-Laws change to seat representatives from the four National Ethnic Minority Psychological Associations. On two separate recent ballots, the vote of the APA membership resulted in defeat for the change. In 2009, President Bray appointed a Presidential Working Group on Representation of Diversity on the Council of

Representatives. The Report and the subsequent Resolution resulting was accepted by of vote of 130 “yes,” 16 “no,” with one abstention. In the Resolution, the “Observers” are now to be recognized as “Delegates” though without an APA By-Laws amendment, they still do not have a vote on Council. Given this action, the four Delegates will attend APA Council from 2010-2012, serving as “consultants to the process of developing next steps based on the recommendations of the Report.” APA will continue to fund their expenses to attend Council meetings.

This action promoting diversity on APA’s governance body is of importance to many of our members. We shall continue to work for voting seats for these Delegates and will keep the ExComm and membership apprised of further developments.

Report of the Task Force on the Interface Between Psychology and Global Climate Change

More than a decade ago, Division 48 was the Mover (sponsor) of what we believe to be the first ever APA resolution on psychology and the environment. We acknowledge former Division 48 Council Representative Deborah DuNann Winter for this pioneering contribution. Please refer to the APA website for the excellent, comprehensive Report. Highlights of Main Task Force Recommendations:

- Encourage psychologists to become involved in understanding and responding to human and psychological dimensions of global climate change.
- Address the American Psychological Association’s environmental impacts that contribute to global climate change.
- Create effective outreach programs that assist the public in understanding climate change, mitigating its human causes, and adapting to climate change impacts.
- Facilitate international, cross-disciplinary, and trans-disciplinary collaborations that address climate change.
- Use evidence-based policy to frame statements about current status of global climate change and responses to global climate change.

Resolution on Emancipating and Assisting Victims of Human Trafficking

We were very pleased that this agenda item was placed on the Consent Agenda, meaning that Council members supported it unanimously. The complete Report and Resolution is available on the APA web site. Highlights of Resolution:

...WHEREAS human trafficking has become more widespread in recent years and there are an estimated 12 million affected persons worldwide...

...WHEREAS the number of trafficked persons living in the United States is hard to determine, but the Government Accounting Office (2006) estimates that between 14,000 and 17,000 persons are trafficked into the United States every year, and Americans may also financially support human trafficking if they purchase goods made from exploited labor or participate in sex trade tourism;

...WHEREAS trafficking can take many forms including labor in factories, farms, or homes, but most of the transnational trafficked persons are forced into prostitution;

...WHEREAS women and children are disproportionately subjected to trafficking;

...WHEREAS ...trafficked persons who have experienced torture and psychological abuse often require access to human services and treatment of psychological and physical disorders in order to establish the capacity to lead normal lives...

...WHEREAS there is an urgent need to explore the social causes of trafficking, to collect data, and to conduct more research, despite the enormous logistical problems involved in conducting such research;

...WHEREAS trafficking violates rudimentary human rights and offends our most cherished values;

...WHEREAS the American Psychological Association has taken positions promoting self-determination and dignity for all persons including endorsing rights for women and children, human rights, rights of immigrant workers, and opposition to racism, torture, and to other cruel, inhuman, and degrading treatment and punishment;

BE IT THEREFORE RESOLVED that the American Psychological Association:

1. Commits itself to promoting public awareness of the presence of human trafficking consistent with its mission;
2. Commends individuals, nongovernmental organizations, and governments that are working to create public awareness of human trafficking, to prevent human trafficking and to emancipate trafficked persons, and to assist them in obtaining human services and health care including attention to their psychological needs;
3. Urges funded research on the social and cultural underpinnings of human trafficking, ways to assist trafficked persons, and research into psychological treatments and educational needs for trafficked persons, consist with their unique circumstances; and
4. Urges the United States government, state and local governments, foreign governments, and international non-governmental organizations to work assiduously to end human trafficking and to assist its victims.

Report and Resolution on Appropriate Affirmative Responses to Sexual Orientation Distress and Change Effects

This important Report and related Resolution addresses concerns that some professional and religious groups and some psychologists continue to regard same-sex attractions and behaviors as not normal and engage in interventions to change individuals' preferred sexual orientation. The complete final Report of the Task Force on Appropriate Therapeutic Responses to Sexual Orientation can be found on the APA site.

Highlights of the Resolution Actions:

THEREFORE, BE IT RESOLVED that the American Psychological Association affirms that same-sex sexual and romantic attractions, feelings, and behaviors are normal and positive variations of human sexuality regardless of sexual orientation identity;

BE IT FURTHER RESOLVED that the American Psychological Association reaffirms its position that homosexuality per se is not a mental disorder and opposes portrayals of sexual minority youths and adults as mentally ill due to their sexual orientation;

BE IT FURTHER RESOLVED that the American Psychological Association concludes that there is insufficient evidence to support the use of psychological interventions to change sexual orientation;

BE IT FURTHER RESOLVED that the American Psychological Association encourages mental health professionals to avoid misrepresenting the efficacy of sexual orientation change efforts by promoting or promising change in sexual orientation when providing assistance to individuals distressed by their own or others' sexual orientation;

BE IT FURTHER RESOLVED that the American Psychological Association concludes that the benefits reported by participants in sexual orientation change efforts can be gained through approaches that do not attempt to change sexual orientation;

...BE IT FURTHER RESOLVED that the American Psychological Association advises parents, guardians, young people, and their families to avoid sexual orientation change efforts that portray homosexuality as a mental illness or developmental disorder and to seek psychotherapy, social support and educational services that provide accurate information on sexual orientation and sexuality, increase family and school support, and reduce rejection of sexual minority youth;

...BE IT FURTHER RESOLVED that the American Psychological Association encourages practitioners to consider the ethical concerns outlined in the 1997 APA Resolution on Appropriate Therapeutic Response to Sexual Orientation (American Psychological Association, 1998), in particular the following standards and principles: scientific bases for professional judgments, benefit and harm, justice, and respect for people's rights and dignity;

...BE IT FURTHER RESOLVED that the American Psychological Association opposes the distortion and selective use of scientific data about homosexuality by individuals and organizations seeking to influence public policy and public opinion and will take a leadership role in responding to such distortions;

...BE IT FURTHER RESOLVED that the American Psychological Association encourages advocacy groups, elected officials,

mental health professionals, policy makers, religious professionals and organizations, and other organizations to seek areas of collaboration that may promote the wellbeing of sexual minorities.

In Other Council Actions

1. For the first time in its history, the Council passed an APA Vision Statement and adopted Association Goals. Council members received a copy of the historic Statement signed by all Council members present. We anticipate that Council will continue its work on a statement of values and will include a report in the next Newsletter.

2. Among other Resolutions of interest to Division members, Council adopted a Resolution on Families of Incarcerated Offenders and the Resolution on APA Endorsement of the Concept of Recovery for People with Serious Mental Illness. The complete texts can be found on-line.

3. Council approved a proposal for a By-Laws Amendment that will be mailed with the Apportionment Ballot in November. The proposed Amendment would change the dues requirements for membership so that APA members will no longer be members if they fail to pay dues for more than one full annual cycle.

Your Division 48 Council Representatives are active in several caucus meetings, e.g. the Public Interest Caucus, the Caucus on Ethnic Minority Issues in Psychology, and the Child, Adolescent and Family Caucus. Judy is Treasurer of the Public Interest Caucus. At Council, Albert has initiated an informal group of Spanish-speaking representatives and Judy has been convener of a lunch with Council members representing the Divisions for Social Justice.

Since the Council meeting, Council members on the COR listserv as well as many Divisions and Caucuses have been actively discussing the ethical and financial consequences related to an APA contract, signed in 2004, that binds APA to hold convention, division, and other meetings and also reserving large blocks of rooms at a specific hotel in San Diego (see postings re. the Manchester Hyatt). The key financial question is whether or not APA can vacate the contract signed in 2004 without significant negative financial consequences.

As we write, the discussions at many levels are on-going, with Division 44 taking a central role. We will participate in all discussions and represent Divisions positions. Additional information will be forthcoming.

Please contact either one of us for additional information. After the vote to accept the Minutes at the next Council meeting, the Minutes are available on-line or from your Council Representatives.

Judith Van Hoorn can be contacted at: jvanhoorn@pacific.edu.

Albert Valencia can be contacted at: albertv@csufresno.edu.

Peace and Education Working Group Report *Linden Nelson*

Over the past year we have been collecting syllabi and teaching materials from members of Div. 48 and Psychologists for Social Responsibility (PsySR) interested in peace education at the college level. Our objective is to significantly increase the collection of materials available for teachers in the Peace Psychology Resource Project on the Div. 48 web site. We want to encourage college teachers to develop lectures, class activities, and new courses on the psychology of peace, conflict, and violence. Thanks to the efforts of Hal Bertilson and Kathleen Catanese and contributions from many other Div. 48 and PsySR members, we now have a good collection of syllabi and other materials. Hal has placed these materials on a special website that reviewers may access in order to evaluate the appropriateness of the materials for teaching about the psychology of peace, conflict, and violence. Please contact me if you would like to volunteer to serve as a reviewer. Although our reviewers will not be asked to edit or to recommend changes in the materials, they will evaluate materials based on the adequacy of psychological content and usefulness for teaching about peace, conflict, and violence. Materials that are approved by the reviewers will be added to the Peace Psychology Resource Project on the Div. 48 website and will be linked to the PsySR website. We are also continuing to collect materials for this project (e.g., syllabi, lecture outlines, class activities and assignments). If you have developed ma-

terials for teaching about the psychology of peace, conflict, and violence that you would be willing to contribute, please send that as an e-mail attachment to Hal Bertilson (hbertils@uwsuper.edu).

A colorful brochure "Careers for the Greater Good" was published in October 2008 by PsySR for the purpose of encouraging high school and college students to make socially responsible career choices. The brochure may be viewed and copied at the "Peace Education" area of the PsySR website at www.psysr.org. We are asking all Div. 48 members to consider the possibility of giving copies of the brochure to career counselors and students at their local high schools and colleges. Making contact with school counselors and/or their supervisors (sometimes a Student Services Director or a Principal) may be a good way to initiate this process. At the college level, making contact with the Counseling Center or the Career Center may be an effective avenue for distributing the brochures. Complimentary copies of the brochure may be requested from the PsySR office, and multiple copies may be ordered for 10 cents each, plus postage (Call 202-543-5347 or e-mail: info@psysr.org).

Another project involves distribution of a brochure "Every Child, Every Day." We created the brochure for the purpose of informing school board members and administrators about conflict resolution education, violence prevention, and social and emotional learning programs. The brochure may be seen and downloaded at the "Peace Education" area of the PsySR website at <http://www.psysr.org>. Contact the PsySR Office (psysr@psysr.org) if you would like to request professionally printed copies to give to your local school administrators or school board members.

We recently conducted a survey to identify peace psychology courses being taught in the U.S. and abroad. The results are compiled in a "Directory of Peace Psychology Courses" that will be an ongoing project of the working group. Please contact me if you would like to receive an e-mail attachment of the directory. Also please contact me with information about any peace psychology course that has not yet been included in this directory.

We communicate with working group members and others interested in peace education

using a Yahoo Groups listserv that currently includes about 175 people. We send about three messages per month dealing with our group's activities and announcing events and resources related to peace education. If you would like to be added to this list, please send me an e-mail message with your request.

Linden Nelson can be contacted at: llnelson@calpoly.edu.

Peace and Spirituality Working Group Report *Steve Handwerker*

The Working Group for Peace and Spirituality begins its thirteenth year and continues to engage and expand its project venues, research endeavors and community work. We are very pleased with the efforts and intentions that have contributed to making this Task Force in Peace Psychology a viable addition to peace psychology. A wide variety of inputs have created one fundamental theme: Promoting those values that encourage peace and operationalizing them in the midst of a diversity of professional experiences in the field of psychology as well as related fields.

For the first nine years of its development we have documented over 460 inquiries! Some of the broad range of interests that have been part of this Group's activities include the publication of articles by members of the working group included within the edited volumes (by Samuel Natale) of Oxford University Publications 2005, 2006, 2007 and 2008. There is an upcoming publication of a book with contributions from various members and professionals outside of Division 48 through BookSurge publications. It is a series of essays and articles and is titled *Visions in Conflict, Volume II*. This will go to press at the end of February. In addition, *Building Unity through Education* is a presentation and publication at Oxford University of results from international research on values that promote peace. This venue deals with working within communities with religious leaders to create Sunday school curricula that address tolerance and understanding between the faiths.

The Group's members' other interests include: 1) research in relation to resiliency (and the prevention of burnout); 2) the establishment and replication of cross validated, multicul-

tural Peace and Spirituality measures; and 3) the participation in the APA Midwinter Conferences (last two years) at Loyola University. In addition, over the previous 13 years, there have been over 65 programs generated for APA conventions and midwinter conferences which have addressed values that promote peace. At the recent convention in Toronto, the Task Force presented on the very timely theme: "Rejecting Psychologists Involvement in Torture: Some Possibilities and Challenges" which embraced the principles of nonviolence and the foundational value base of APA and discussed the implications of this on conscientious objection. Handwerker as the chair and discussant for this session was approached by the *National Psychologist* (with a readership of about 35,000) to submit an article on this convention program and topic of torture. The article should appear in the next issue.

The various tasks at the forefront of the Group's efforts continue to be: 1) creating/participating in programs (at professional conferences); 2) working on a book on Building Interfaith Harmony and 3) a book on Peace and Spirituality. Another task involves continuing international research utilizing a Peace Inventory which explores the impact on values and their role in peace building and coping with trauma. The applications of this inventory have been very diverse and data from various parts of the world have yielded consistent and reliable findings! We continuously receive requests for permission to use this measure internationally and in a greatly expanded number of venues! We have promoted the theme of The Impact of Values on Peace Building. These themes involve interfaith topics and values research applications, including concern over recent issues involving psychologist ethics regarding involvement in torture and the significance of conscience when participating in violence. Additional work is currently going on in relation to working with religious and community leaders to expose the ideas of building interfaith harmony through the generation of various curricula within the settings of each of the various groups. One such continuing project exposes and shares marriage ceremony rituals from different perspectives to different religious groups. A book is still at the planning stages in this area of interfaith work. Through the initiation of various members it is receiving top priority and we are seeking publishers for this project. We are very much looking for-

ward to another decade of meaningful work. We invite any and all colleagues to expand our radius of concerns and endeavors in the promotion of peace-building values! For any information regarding this Task Force please contact: Steve Handwerker, PO Box 880229, Boca Raton, FL 33488-0229. Thank you very much for all you do for peace.

Steve Handwerker can be contacted at: peacewk@peacewk.org

New Working Group Formed from Task Force to Encourage Peace Research

Daniel M. Mayton II

Late this past spring, the Executive Committee voted to reconfigure the Peace Research Task Force into the existing structure of the Society's working groups. This change to a Peace Research Working Group (PRWG) is exciting as it provides for increased visibility and more stability within the Society and the community of peace psychologists.

The Peace Research Working Group (PRWG)'s main purpose is to encourage the continued development of theory and a body of research that is readily identified by mainstream psychology as "peace psychology." Because we are a new working group, we are currently moving to increase the PRWG membership to include members who are or have been conducting quantitative and qualitative studies in the field of peace psychology. If you are a peace researcher I encourage you to join the PRWG by contacting me via e-mail. Do it now!

One goal is to develop a network to link current peace researchers for cooperative research efforts and to link people who want to begin peace research with experienced peace researchers in mentoring and/or collaborative relationships. If you are interested in engaging in collaborative peace research, this can be the vehicle to connect you with peace researchers from across the United States and around the world. Let us know what your research interests are and we will help to connect you with ongoing research projects or to potential collaborators. For instance, if you are interested in web-based peace research, Bill McConochie, one of the founding PRWG members, is currently working on that type of research and can

be contacted at bill@politicalpsychologyresearch.com for specifics.

Another one of our immediate goals is to highlight some of the prominent peace research programs conducted by our members. We are looking to develop a symposium proposal for the 2010 APA convention that highlights the continuing research of peace researchers as well as new research of our PRWG members. I know many of you have been conducting and presenting individual peace research studies on related topics or themes for years and would like to have four or five researchers present an overview of their focused peace research. Let me know as soon as possible if you are interested and plan to attend the APA convention in San Diego.

We on the Peace Research Working Group look forward to hearing from you and working with you to encourage and facilitate the advancement of both quantitative and qualitative peace research.

Daniel M. Mayton II can be contacted at: dmayton@lsc.edu.

Division of Peace Psychology Outreach to the Division of Military Psychology

Jean Maria Arrigo & Julie Levitt

Reaching out to Division 19, Division 48 Program Chair Julie Levitt initiated a joint panel on "Psychology Ethics in National Security Settings" at the APA Convention in Toronto. Organizational psychologist William Strickland (U.S. Air Force, Ret., President and CEO of HumRRO) described the painstaking institutional review board (IRB) process for government contract research. A proposal typically faces five IRBs, due to multiple institutional oversights, in a process more stringent than university IRBs for academic research. Clinical and neuropsychologist Carrie Kennedy (Lt. Commander, U.S. Navy) focused on "boundaries of competence" and "dual/mixed agency" because "military psychologists can be billeted anywhere to do anything." With frequent assignments to new locations and limited clinical staffs in small facilities (e.g., on a ship), in worst-case scenarios a clinical psychologist might assess a former superior officer or might be treated by a physician who was a former client.

Retired interrogator Ray Bennett was unable to participate for Division 48 because of a family emergency. Jean Maria Arrigo presented preliminary cases for the PsySR Psychology and Military Intelligence Casebook on Interrogation Ethics, Training, Treatment, and Research. For example, Israeli psychologist David Senesh, as a young soldier, was captured and violently interrogated by the Egyptian army in the 1973 Israeli war against Syria and Egypt. He told the Casebook team he has not remained angry with his interrogators because he was in the game of war. Years later the Israeli army ordered psychiatric and psychological interviews of the ex-POWs to determine disability payments. The interviewers insisted on “breaking” the ex-POWs to assess their actual disabilities. Dr. Senesh remains angriest and most traumatized by these “interrogations,” as he calls them, because the interviewers were health professionals who were supposed to care for people in his situation.

In the discussion period, a Division 19 member announced the Division’s development of an ethics consultation team for classified matters. Another member remarked “We have lost sight of virtue ethics. As APA moves towards legalistic guidelines, more problems arise.” Dr. Steven Reisner spoke about psychologists continuing to work at Guantanamo Bay Detention Camp outside of international law and the US Constitution, contrary to the Petition Referendum passed by the APA membership in September 2008. He noted that the UN Special Rapporteur on Torture, Manfred Nowak, had just informed the APA Board that Guantanamo remains in violation of international law.

We had to cut short what promised to be a lively interdisciplinary discussion of psychological ethics in military settings. However, Julie Levitt collected names of several Division 19 members who wish to continue discussion with Division 48. We are looking ahead to another joint session and an expanded dialogue at the 2010 APA Convention.

Jean Maria Arrigo can be contacted at: jmarrigo@cox.net.

Julie Meranze Levitt can be contacted at: julie.levitt@verizon.net.

PsySR Archives Established in Akron, Ohio

This summer, Anne Anderson, PsySR’s former Coordinator, delivered the first set of archived materials for Psychologists for Social Responsibility to the Archives of the History of American Psychology (AHAP) at the University of Akron, Akron, OH. She and Martha Mednick, who served as PsySR’s newsletter editor for several years, have spent the last two and a half years reviewing and sorting most of the some 150 boxes of records that cover the years 1982-2006. There are still about 30 boxes left to sort, with plans to submit the rest of the materials by the end of this year.

This project was actually begun in 1984, when Anne became PsySR’s Coordinator. She proceeded to save everything that came through the PsySR office, so it has been a fascinating process to refine the materials down to only 16 boxes of significant materials that tell the story of what PsySR has been doing since its birth in 1982. There are letters to and from Presidents of the United States, Senators and Congressmen, many background discussion papers on various topics that PsySR members provided to help develop the positions that PsySR took, minutes of leadership meetings, and examples of work with a wide range of coalitions. Since the time period also includes the technology shifts our world has experienced, it was interesting to see how things changed from sending multiple copies by mail, to faxes, to email.

The AHAP was established in 1965 to promote research on the history of psychology and collects papers from psychologists, organizations, publications, instruments and materials in many different media. To date, it holds the papers of more than 740 psychologists, among many other records. There is much information about their holdings on their website. For more information see <http://www3.uakron.edu/ahap>

Psychologists for Social Responsibility (PsySR) was established in 1982 for the purpose of using the knowledge and skill of psychology to prevent nuclear war. Its ongoing mission has been shaped by the historical events since then. Please see <http://www.psystr.org>

org for more about its current activities. Many founders of Division 48 were also members of PsySR, and there has traditionally been a large overlap of membership between the Society and PsySR.

The archived materials are organized into categories that include: Newsletters, Position Statements, Awards, Letters to the Organization, Administrative Correspondence, Steering Committee and Operations Committee meeting minutes, Special Events, Coalitions, Pertinent Publications, International Peace Practitioners Network and International Work, Action Committees and Task Forces, and Local Groups. If there are questions about the materials and how they have been organized, please contact Anne Anderson at anderson@psystr.org.

Now that the basic structure for the PsySR Archives has been established, AHAP will be working to develop a finding aid that will eventually be posted on the AHAP website. People who have materials that could be included in the PsySR Archives may send them to the AHAP. If researchers wish to view the archives, they can visit AHAP in Akron. Please contact Rhonda Rinehart, MLIS, Senior Archives Associate, Archives of the History of American Psychology, The University of Akron, The Polsky Building LL 10-A, Akron, OH 44325-4302; Telephone: 330-972-6474, email: Rhonda6@uakron.edu.

Records of the APA PENS Debate: A Commitment to Historical Truth

Jean Maria Arrigo

I INVITE ALL who have been involved in the APA controversy over psychologists in interrogations, whether as proponents or opponents, to save pertinent correspondence and documents for the Records of the APA Psychological Ethics and National Security Debate (PENS Debate). This collection will join the Unofficial Records of the APA PENS Task Force, which I deposited in August 2006 in the Intelligence Ethics Collection, Archives of the Hoover Institution on War, Revolution, and Peace, at Stanford

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University. You are welcome to contact me at jmarrigo@cox.net about suitability of materials, timing, and media of transmission.

We can provide the data for a responsible and accurate history of this difficult period—or trust the historical record to government agencies. The contemporary responses of peace psychologists and military psychologists to the CIA Behavior Modification Program MKULTRA, the use of psychologists in the KUBARK interrogation manual, and so on, have not been recorded, to my knowledge. We can provide for future psychologists the sort of historical record we wish we had now.

Confidential materials can be handled by the Hoover archivists with suitable restrictions by donors. Consult with me or send materials directly to: Brad Bauer, Associate Archivist for Collection Development, Hoover Institution Archives, 434 Galvez Mall, Stanford University, Stanford, CA 94305-6010, for the PENS Debate Collection. Specify a release date of January 1, 2010, 2020, 2030, or 2040 (the earlier the better). You are legally entitled to archive (but not market) letters addressed to you. Hoover will send you a simple donation contract. The Archives of the History of American Psychology at University of Akron and a former APA historian have also expressed interest in this project.

ISRA Conference Call For Papers

The International Society for Research on Aggression (ISRA) and the Center for the Study of Violence (CSV) are happy to invite you to the 2010 World Conference, to be held in Storrs, Connecticut at the University of Connecticut campus. The dates are from July 27 to July 31, 2010.

Researchers from any discipline studying aggression or violence are welcome to attend the conference and to submit proposals. For symposia, the deadline for submission is February 15, 2010. For individual oral paper and poster proposals the deadline is March 15, 2010. Submission details are available in the December 2009 Bulletin, will be posted on the ISRA homepage, and are also available in both PDF and Word format at our website: <http://www.psychology.iastate.edu/faculty/caa/CSV/isra/downloads.html>

Included in the program are multiple plenary speakers, speakers organized into symposium,

oral papers, and poster presentations. Additionally, social events such as trips to museums and aquariums, seaport visits, and fine dining capped by a banquet have been planned for conference-goers. The full program, registration, and travel details are now available at: <http://www.psychology.iastate.edu/faculty/caa/CSV/isra/>

Position Opening

THE DEPARTMENT OF PSYCHOLOGY at the University of West Georgia announces at least one tenure-track faculty position to commence Fall 2010. The department houses dynamic undergraduate, masters, and doctoral degree programs, and engages an integrative approach with roots in humanistic, existential/phenomenological, transpersonal, depth, critical, and feminist psychologies. We emphasize human science and other qualitative research methods, clinical interests creatively informed by broader social sensibilities, social justice approaches to intervention and studies in consciousness and spirituality. Please send vita, three letters of recommendation, sample publications, and a description of your vision for psychology to: Dr. Jeannette Diaz-Laplante or Dr. Lisa Osbeck, Department of Psychology, University of West Georgia, Carrollton, GA, 30118. Review of applications will begin January 4, 2010. The University of West Georgia is an Equal Opportunity/Affirmative Action employer.

Peace Building Educational Curricula & Programs Available

THE INTERNATIONAL ASSOCIATION for the Advancement of Human Welfare, Inc. is a 13 year-old not-for-profit, 501-c-3, originally established and founded on the intention to support peace workers all over the globe—especially those that worked with homeless children. Now, the organization has expanded its efforts toward peace building through advancing educational curricula and programs (including panels and symposia) which embrace the sacred circle of interfaith dialogue. For any information regarding these efforts please contact: Steve Handwerker at peacewk@peacewk.org or phone 561-371-0412. Thank you for your interest in and efforts to build peace!

MEMBER NEWS

Ralph K. White and Robert Zajonc Obituaries

The obituary for Ralph K. White appeared in the September 2009 issue of the *American Psychologist*. As Division 48 members know, Ralph was the grandfather of peace psychology, the original “Pioneer in Peace Psychology,” with a career beginning in the 1930s and ending in the 21st century. Appearing in the same issue is an obituary for Robert Zajonc, one of social psychology’s most original thinkers and a decorated French Resistance fighter during World War Two.

Ronis Book Translated

Dr. Deri Joy Ronis recently had her workbook, “Choices and Self Esteem,” translated in Urdu, the national language of Pakistan, and one of the major languages of India. The translation was been rendered by Dr. A. H. Nayyar, and his wife Naveen. Dr. Nayyar is a retired professor of physics, and currently a senior fellow at the Sustainable Development Institute of Pakistan.

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