

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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From the Israeli-Palestinian Conflict to Religious Fundamentalism



The Role of Peace Psychologists
in Facilitating Difficult Dialogs

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This edition of *Peace Psychology* was produced by:

Michael R Hulsizer, Editor, hulsizer@webster.edu
Judy Vorisek, Design Director & Associate Editor, judy.vorisek@gmail.com

Author contributions are acknowledged in the bylines. The opinions of individual authors do not necessarily represent those of Division 48.

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From the Editor

Many of you are probably aware of the Occupy Wall Street protests which have spread across the United States and throughout the world. Of particular interest to me, and likely many of you, was the peaceful nature of many of these protests—truly a model for action. Unfortunately, in some cities and protest locations, the response by authorities has been to less than stellar. The response by the University of California-Davis police to peaceful Occupy protesters was particularly disturbing. My heart sank as I viewed the image of students seated peacefully on the ground while being pepper-sprayed by campus police officers. The fact that the police were in no immediate danger while this was occurring strongly suggested a degree of dehumanization and moral exclusion which was very disconcerting. I was suddenly reminded of my times at Kent State University and the constant reminders on that campus of the tragedy of May 4, 1970.

A few days later on his television show, Bill O'Reilly and Fox News host Megyn Kelly discussed what happened at UC Davis and whether the campus police acted appropriately. O'Reilly asked Kelly "Pepper spray... that just burns your eyes, right?" To which Kelly responded "Right, I mean, it's like a derivative of actual pepper. It's a food product, essentially." As I watched this interaction, and subsequent dismissal of the police response as a non-issue (a food product), I could not help but think back to comments made by Rush Limbaugh when he compared the torture which occurred at Abu Ghraib to "sort of like hazing, a fraternity prank. Sort of like that kind of fun."

Shortly after the event, the image of the UC Davis police officer pepper spraying students went viral once again—this time as a meme—in which the officer was placed in famous paintings pepper spraying the inhabitants. The most widely circulate meme was the insertion of the image in Seurat's *Sunday Afternoon on the Island of the Grand-Jatte*. Although the use of memes drew attention to the issue, it also served to diffuse the seriousness of the action.



Michael R.
Hulsizer,
Editor

Although we cannot do much to change the opinions of those in the media, we can work to ensure that people understand that these sorts of actions are deeply problematic. Throughout K-12 and into higher education, we must work to infuse the value of peace. Issues of social justice, human rights, and humanitarianism must have a prominent place in education. Please send me your suggestions for peace education. In addition, for the next issue, I would be interested in hearing from any members who witnessed, participated, or have reflected on the Occupy Wall Street protests. Please contact me about your thoughts for a piece in the newsletter.

I would like to thank everyone who contributed to the newsletter. This issue of the newsletter, based on a set of symposiums and conversations at the 2011 APA convention, contains a particularly important set of articles on difficult dialogues such as the Israeli-Palestinian conflict, religious extremism, and the definition of a peace psychologist. The coverage is top notch and I encourage you to look them over and get in touch with the authors if you want to additional information. We also have some great articles illustrating peace psychology in action and a wonderful book review on the topic of torture. We have a full slate of organizational reports, papers, essays, and research reports. Enjoy!

Please continue to submit your thoughts, announcements, short research reports, and essays for the next edition to the address below by March 30, 2012.

In Peace,

A handwritten signature in black ink, appearing to read "M. R. Hulsizer". The signature is fluid and cursive.

Michael R. Hulsizer, Editor
Webster University
hulsizer@webster.edu

Moving on as a Society Determined to Find Solutions for Sustainable World Peace



Julie Meranze Levitt
President

By the time this article reaches you, there will be significant changes in socio/cultural/political issues just because as cultures we move faster and faster in contributing to world unrest and possible negative discharge of tensions. The work in our Society hopefully counteracts some of these trends.

My remarks here are first to inform you about our Society's efforts to be more efficient in our internal proceedings and useful in the American Psychological Association as the organization that looks at PENS, the Ethics Code and Casebook, and International and National law and with other organizations, research and social-action oriented, concerned with world peace groups, simultaneously remaining aware and responsive to the ideas and requests of our Society members. As much as possible, it is important that there be a place at the table for any of our members who want to participate.

First, about organizing the Society's governance. As mentioned in my last PEACE Psychology Newsletter column (Spring/Summer Peace Psychology 2011 Newsletter) the leadership has been involved in understanding how we can better organize our governance. Small committees looking at Structure, Communications, and Decision-Making presented recommendations at our summer Executive Committee (ExComm) in August at APA. The outcomes of the committee's analyses were discussed. A link to the reports will be available on the web site in the near future (www.peacepsych.org).

The outcomes of the small committees included suggestions from the Structure Committee about roles and functions that need further definition and an organizational chart to understand how ExComm, task forces, committees, working groups and liaisons should/could function together with greater opportunity to share information and be accountable, all for the larger good of the Society. A start in this direction is the establishment of an Operations Committee, comprised of the past, present, president-elect, and president-elect designated for 2012, to work together on issues that come to its attention. The committee will share its

agenda and notes from its monthly meetings and prepare material for presentation to ExComm, including proposals and motions for discussion and voting. This may ease the work of the president by providing added, built-in support from leaders who have been and will be our Society's president and assist in the transition from president-to-president. We are having a trial run for this committee between now and the next Executive Committee Meeting in winter 2012.

The Communications Committee discussed the need for better mechanisms for sharing and dialoguing within ExComm and with membership. A Code of Discourse was developed and ways of handling conflict considered. The focus is on the development of a clear hierarchy for communication, starting with a default one (email) and moving to methods that involve smaller groups and negotiators for issues not easily resolved and contentious.

The third committee, Decision-Making, continues to update the Society's Handbook that was last revised in 2002. That document and the Bylaws, revised in 2006 and again in 2011 will be reviewed by this committee.

The committees plan to act in tandem as they progress and report back to ExComm at our Winter ExComm Meeting. What are now provisional changes will be reconsidered at the next ExComm session.

The Ad Hoc Committee on Public Policy (CPP) was formed in May 2011. Its first assignment was to consider what needs to be modified in APA's policies in response to a series of COR resolutions and an APA membership-wide referendum. These resolutions and referendum were in response to the 2005 Report of the Task Force on Psychological Ethics and National Security (the

PENS Report.) At the ExComm meeting this August the voting members of the committee endorsed the work of the CPP and asked for a completed report about the issues and suggested strategies that can be developed to remove the PENS Report as in any way representative of APA policy by our Winter ExComm Meeting.

The Society's efforts to link with other like-minded organizations that are studying and supporting initiatives in peacebuilding have led to several initiatives. These include awarding two international members of our Society with our highest awards: Cristina J. Montiel was the recipient of the 2010 Ralph K. White Lifetime Achievement Award and Diane Bretherton, the 2010 Morton Deutsch Conflict Resolution Award. Both addressed the Society at APA 2011. In addition, Kathleen Dockett chaired a wonderful symposium at APA on Israel and Palestine, furthering the opportunity to explore what peace psychologists can do to help in developing a sustainable peace between two peoples and involving psychologists outside of the United States. A hospitality suite discussion followed. Other programming delved into the nature and methodologies associated with good practice when partnering with others in communities, including those abroad. The sessions attracted newcomers to our sessions at APA and in our hospitality suite that were well received.

Just in September, we took part in the International Day of Peace, established by a unanimous resolution of the United Nations in 1981. In honor of the Day, we have a special website to which our members have contributed by sharing their reflections and describing their work in peacebuilding. Go to <http://www.peacepsych.org/day-of-peace.htm> to see

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We have a job to do—
by our research,
practices, and
perspectives on policy
issues, and that is
making the world a
better place for
everyone.

Moving On, continued from page 3

the work our members do worldwide, including psychologists who live and work abroad. The site will remain active and we encourage you to share your stories of what you do that furthers peace here and abroad. Please send your descriptions and photos to me.

We plan to participate at the International Union of Psychological Science (IUPsyS) conference in Cape Town (July 2012). Our 2012 President Gil Reyes will lead the delegation. Official representation in international meetings is part of our thrust to partner as a Society with other organizations and peace psychologists in the international community.

And there is more, such as Susan Opatow as the new editor of the *Journal of Peace & Conflict*. Our plan is to develop greater inclusion of psychologists from all over the world both as part of the editorial board and as submitters. In addition, starting in January 2012 the journal will be published by the American Psychological Association.

Our work in COR (see page 32) attests to our Society's involvement in social justice causes. As I write, there is interest in looking at injustices on our justice system. By the time this

column is printed, other areas will emerge that may become part of our agenda. We have a job to do—by our research, practices, and perspectives on policy issues, and that is making the world a better place for everyone.

I close with hopes of working more with international and other organizations involved in peacebuilding and bringing into our Society young researchers and practitioners who will become our future leaders. Please continue to share your interest in working in Society activities. We need the creativity and wise counsel you offer.

The experience of being your president has at times flowed easily and at other times has been more difficult, but in summation, I have found this opportunity you have given me to be immeasurably gratifying. As I step down at the end of December 2011, I want to thank you all, leadership and general members, for reaching out and joining in.

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

What Role Should Peace Psychologists Play, continued from page 5

candidates for high political office to reduce them to witticisms, slogans, and sound bites. The recent execution of Troy Davis by means of a lethal injection has brought the contentious issue of capital punishment back to public attention, sparking protests and outrage even as support for killing persons convicted of murder remains favored by 61% of the population and can be used to raise cheers at political events. The controversy and hostility over state versus federal law-enforcement efforts directed at undocumented immigrants has shifted to Alabama, where a recently passed law has fomented fear and led many Latino residents to flee their communities and leave their children in the care of friends and family who are less likely to be targeted for incarceration or deportation. Moreover, across these issues I see a distinctive dimension of racial and ethnic bias that should be addressed in forthright terms, but is instead often rationalized away by leaders content to label all such concerns as “class warfare.”

Here is a question I wish to pose to the membership of Peace Psychology: Which among these issues do you want to have addressed by this division, and if so how should peace psychology play a role? I ask this in recognition that it's perhaps easier to adopt a position (I'm against hunger!), and quite another to define how peace psychology can prove helpful. The members of this division are as diverse in their perspectives as those of any other, but this is the only division dedicated to peace psychology, so it seems we have laid claimed to a special place among APA divisions and that in turn presents us with a persistent obligation to demonstrate the beneficial value of peace psychology. I've seen it done on a small scale in my own town, where psychologists joined with every sector of the community to use psychosocial support in the face of gang violence, youth suicides, and violent accidents as a countermeasure to the cycle of violence and loss that threatened otherwise to keep escalating. This emergent voluntary action was guided along principles of non-

violent community action and has been embraced at every level of local government and law enforcement, as well as by non-profit human service agencies and organizations. Such efforts can inspire and inform similar actions with comparable issues, but what if any are our priorities and our means of intervention? I invite and welcome your ideas.

Gil Reyes can be contacted at:
ReyesDiv48@gmail.com

What Role Should Peace Psychology Play in Addressing Current Social Justice Issues?

As the end of the year approaches, I am reflecting on how much I have learned and gained from this opportunity to serve the Society for the Study of Peace, Conflict, & Violence as President-Elect during 2011. This has been a year during which I have observed how those of us who serve in elected and appointed positions in the division work together in the interest of the membership to advance the mission of peace psychology and non-violent conflict resolution. The amount of time and effort contributed by the division leadership is remarkable and inspiring. Our 2011 President, Julie Meranze Levitt, has shown tremendous dedication throughout the year, leading off with the planning and execution of the mid-winter meeting of our Executive Committee (EC), where we worked on improving lines of communication and developed an ever more clear understanding of our roles, goals, and objectives. In her recognition of the fact that there are frequently emerging issues in the public arena that challenge us to apply the values upon which on division was founded, she established an ad hoc committee for developing policy proposals and recommendations to the Executive Committee for responding to these issues as they arise.

Having been appointed by President Levitt last spring to chair this Ad Hoc Policy Committee, we immediately began to address the first issue brought before us, that being a request from members asking the division to take a public stance in opposition to the Report of the American Psychological Association's Presidential Task Force on Psychological Ethics and National Security (PENS Report), and calling for its "annulment." A four-person subcommittee was appointed within the larger committee to explore the issues surrounding the objections to the PENS Report and then present a description of those issues and any options they would recommend for a discussion and decision by the full committee. Just prior to the annual meeting of the Division 48 EC, which was held in conjunction with the 2011 APA Convention, the subcommittee presented a proposal supporting the proposition that the best action would be for the EC to call upon APA to annul the PENS report. The subcommittee members expressed solidarity in their view

that this was needed because they believed that the PENS report was deeply and irrevocably flawed in its process and its outcome, that it was contrary to the best interests and reputation of psychology and psychologists, and that it should be both renounced and replaced by a policy more congruent with a petition resolution passed in September 2008 that would prohibit psychologists from working "... in settings where persons are held outside of, or in violation of, either International Law (e.g., the UN Convention Against Torture and the Geneva Conventions) or the US Constitution (where appropriate), unless they are working directly for the persons being detained or for an independent third party working to protect human rights."

The majority of the committee members supported advancing this proposal to the EC for a decision at the 2011 annual meeting, and on August 3rd it was discussed and received strong support from the EC. However, in respect to concerns raised by some members of the EC about the use of the word "annulment," the EC voted unanimously to express "its support, in principle, for action to correct the deficiencies of the PENS report and recommends that the committee continue with its deliberation and bring a set of recommendations to the EC at the midwinter meeting." With the issue back in the hands of the Ad Hoc Policy Committee, there were further discussions and a clear line of division between those who were in support of the "annulment" language and option and those who preferred to continue examining other options and language. I feel compelled to note that in no discussion did anyone express support for the PENS report as it stands, so the arguments appeared to revolve around terminology and varying approaches to negotiating change. When the issue came to a vote in September, a majority of those voting supported asking the EC to endorse as a co-signatory a petition calling upon APA annul the PENS Report as "... a crucial first step toward repairing the damage the PENS Report has caused and toward the APA's accepting responsibility for the mistaken actions involved in its development and promulgation during a painful and regrettable episode in our profession's history." Thus, the matter is now in the hands of the President and



Gil Reyes
President-Elect,
Fielding
Graduate
University

the EC for further deliberation. Meanwhile, the Coalition for an Ethical Psychology has been circulating the annulment petition and it seems to be receiving a growing number of endorsements from individuals and organizations strongly associated with a social justice and human rights agenda, as well as a short but notable list of military and intelligence professionals. What remains unresolved is if or when this APA division will take a position one way or another on the call for annulment of the PENS Report.

Finally, as this year draws to a close and the beginning of my presidential year approaches, I continue to look for ways of gaining greater involvement by the membership in the governance and other activities of the division. As I stated in this column earlier in the year, I am always looking for ways in which peace psychology can prove beneficial to the efforts to reduce violence, promote social justice and human dignity, and reverse our headlong rush toward environmental collapse. Over the past several months we have seen a great deal of instrumental violence used on the one hand to topple a dictator, and on the other to suppress protest movements and maintain positions of power and privilege. Many of these events have taken place far from where we live, but others are closer to home. The "Occupy Wall Street" movement spread from New York City to several communities, including my own in Santa Barbara, while north of here in Oakland the tensions between police and protesters erupted in violence. Daily we hear reports of growing income inequality, joblessness, home foreclosures, and palpable anger among people feeling betrayed or abandoned by their leadership. These complex and divisive issues evade simple answers, despite the attempts of

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News from the Journal: New Publisher for *Peace and Conflict*

Susan Opatow

City University of New York

Editor, *Peace and Conflict: Journal of Peace Psychology*

Lingering Effects of Past Conflict in Issue 17(4)

The issue of *Peace and Conflict* 17(4) you will receive at the end of 2011 features three papers that address past conflict as it is understood in the present. Each examines how a conflictual, violent past lingers in the mental and physical health of individuals, families, and communities. Situated in Ireland, Palestine, and Rwanda, each of these papers is attentive to how this past is lived and understood, primarily by women and children. Each results from a cross-national research collaboration. Collectively, the authors for these three papers reside in eight countries—Canada, Finland, Ireland, Norway, Palestine, Rwanda, Sweden, and the USA. The papers contribute empirically-based analyses of factors promoting recovery and well-being at individual, relationship, community and regional levels of analysis, and they each speak to scholars, practitioners, and educators interested in peace psychology.

Thanks to our Former Publisher, Taylor & Francis

With the last journal issue of 2011, *Peace and Conflict* bids farewell to our publisher, Taylor & Francis (Routledge) as it will be published by the American Psychological Association (APA) starting in 2012. After Taylor & Francis acquired *Peace and Conflict* from the journal's founding publisher, Lawrence Erlbaum Associates, it has published five volumes of the journal, from Volume 13 in 2007 through Volume 17 in 2011. The introductory article of issue 17(4) includes three brief accounts of the journal's publication history by Milt Schwebel, Dick Wagner, and Mike Wessells who all worked on behalf of the journal before its first issue in 1995 and for the many years since.

I have been pleased to work with the gracious and professional staff at Taylor & Francis and thank them for all they have done for our journal. The expiration of a publication contract, however, is an occasion to review other possibilities. Thus, in 2010 the Publication Committee (Dick Wagner, Chair) began con-

sideration of these possibilities. In June 2011 ExComm accepted the committee's recommendation that the Journals Division of the American Psychological Association would be an excellent choice as our next publisher.

Introducing Our New Publisher, APA Journals

Beginning with our first issue in 2012, American Psychological Association (APA) will be publishing *Peace and Conflict*. APA will give the journal greater exposure within psychology and a number of excellent features including the listing of all journal articles (going back to Vol. 1 in 1995) on APA's full-text database, PsycARTICLES (www.apa.org/psycarticles). This will offer readers throughout the world an archive of our papers on peace psychology, and it will give the journal and its authors more exposure. APA also has a speedy publication process that uploads completed manuscripts within 30 days of their electronic receipt at the production office, another feature that will be helpful to authors and readers. We have been pleased to meet the APA staff (see photo), and the transition process is going very smoothly.

New Journal Features

APA offers Society members a number of new features. As described below, you can receive table of contents alerts and electronic versions of the newsletter; you can follow the journal on Facebook; and you are invited to let colleagues know about the journal by bringing promotional material to professional meetings you will be attending.

1. Table of Contents Alerts

You can subscribe for free electronic alerts (PsycALERT®) that will notify you whenever anything new becomes available on the *Peace and Conflict* web page—this includes new issues of the journal and papers published through OnlineFirst (i.e., made available electronically ahead of publication in print). To subscribe to PsycALERT®, go to <http://notify.apa.org/>. Please subscribe using the email address you have on file with the Society, so the system will “recognize” you. This will not

only connect you with the TOC and abstracts but also automatically grant you access to full-text articles.

2. Mobile Apps

You can access the *Peace and Conflict: Journal of Peace Psychology* on your mobile device via the APA Journals app. Download the free app from the iTunes app store to review the most recent tables of contents and article abstracts of your favorite APA journals, including *Peace and Conflict: Journal of Peace Psychology*. You can get the APA Journals app here: <http://itunes.apple.com/us/app/apa-journals/id402409500> (for iPhone) and <http://itunes.apple.com/us/app/apa-journals-for-ipad/id414480941> (for iPad). The app for Android is being developed.

3. *Peace and Conflict* on Facebook

Starting in January, www.facebook.com/APAJournals will feature the journal and its articles throughout the year. Generally there are three types of features: an “Article Spotlight,” “Featured Journal of the Week,” and a special announcement. The APA Journals Facebook page is public, meaning that anyone can access it and read our features and go to posted links. However, you need to sign in with your Facebook account to “interact” with the post (e.g., “Like” it, post a comment, or “Share” it with Facebook friends).

4. Full Text Access to the Journal

Starting in January 2012, all Society members will be able to access full text of the journal through “My APA” along with other APA journals you follow. Login to “My APA” via the APA home page (<http://www.apa.org/>) or browse the journal's content at <http://www.apa.org/pubs/journals/pac/> (links to past and new issues of *Peace and Conflict* will be available on the journal's APA web page beginning in January 2012).

5. Opt Out of Print Subscriptions

If you'd prefer to receive the journal electronically rather than both in print and electronically, you can opt out of receiving print issues

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Healing the Wounds of Conflict and Violence

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of the journal. Please call the APA Customer Services number at 1-800-374-2721 to do so.

6. Spread the Word about *Peace and Conflict* at Professional Conferences

We hope you will bring a *minimock* (promotional handout) for *Peace and Conflict* to professional conferences you will be attending. Our members attend conferences on a variety of topics and in a variety of subdisciplines. This is an excellent way to spread the word about *Peace and Conflict*.

You can request, in advance, a minimock, which is printed double-sided and folded to make a small brochure describing the journal and providing information for potential authors, readers, and subscribers. Minimock text can be adjusted for particular events and target particular audiences. Recently Julie Levitt brought 150 copies of the *Peace and Conflict* minimock to a conference on oral history, and she reports it was very well received.

To request a minimock for an upcoming professional meeting, contact Daniya Tamendarova, who manages our journal at APA (dtamendarova@apa.org; Tel.: 202-461-3770). For 500 copies or more or for international events, please notify her at least 3-4 weeks in advance—for smaller events, this is even more flexible. Normally, APA will ship the needed number of handouts to you, your conference hotel, or the hosting organization, as convenient for you.

Enjoy the journal! You can visit the new journal web page at <http://www.apa.org/pubs/journals/pac/>

Susan Opotow can be contacted at: sopotow@jjay.cuny.edu

Rebekah Phillips DeZalia
2012 APA Convention Program Chair

Our convention theme for 2012 is “Healing the Wounds of Conflict and Violence.” These conflicts range in scale from global wars to intrapersonal acts with the violence extending from the societal to the psychological to the physical levels and beyond.

In Peace Psychology we try both to prevent those injuries and to help the injured to heal. The injured may be individuals, but they are also families, cultures, communities, and societies who have either a direct or indirect role in the conflict. The wounds may be physical, psychological, social, or spiritual. They may be immediate or delayed, transient or ongoing, and may transmit across generations. The healing may involve victims, perpetrators, or bystanders with individuals holding one or more of these roles within the conflict. It may take place at the individual, within group, or between group levels, and may address physical, psychological, or other types of wounds.

Share your work with others through the Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division. We are looking for programs to sponsor at the APA Convention that highlight the role of psychology in “Healing the Wounds of Conflict and Violence.” Of particular interest are engaging proposals that will instruct members of our division in their own work. These proposals can be posters, symposia, or individual papers that will be integrated into larger programming. We are also looking for suite programs that encourage in-depth dialogues in a less formal atmosphere.

We are particularly interested in programs that span traditional divisional boundaries and will build connections between peace psychology and other forms of psychology. If you are involved in efforts to prevent or heal the wounds of conflict and violence, we want to know about it, and help to spread what you have learned to others. Together we can contribute to greater peace and a reduction in the harm caused by violent conflict.

Rebekah Phillips DeZalia can be contacted at rphillipsdezalia@gmail.com.



August 4, 2011, Washington DC -- (L to R) Gil Reyes (Society President Elect), Susan Harris (APA Publications), Susan Opotow (Peace and Conflict Editor), Skip Maier (APA Publications), Julie Levitt (Society President), Caitlin Mahoney (Society Executive Committee), Daniya Tamendarova (APA Publications)

Student and Early Career Report

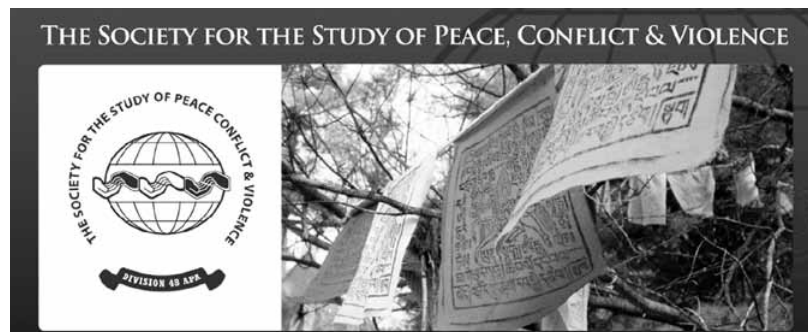
Rebekah Phillips DeZalia, Chair

We've had a productive summer and fall in the Student and Early Career (SEC) group. We have added fifteen members to our group since May while we continue to support our current members. The largest project for our SEC group was our work at the 2011 APA convention in Washington DC. We had over 30 SEC members participate in programming during the convention. This included an awards presentation, posters, symposia papers as well as suite presentations. One of the more significant SEC sponsored events was the Early Career Award that was given to Masi Noor. Although he was unable to attend the convention, we were able to hear from last year's recipient, Betsy Levy Paluck, who gave a captivating and educational talk on her research. The Early Career Award is a great way to recognize the substantial achievements of the newer members of our division. If you know an early career peace psychologist who is making significant progress in peace psychology, please consider nominating him or her for this award.

One of the other SEC sponsored events was the suite discussion on religious extremism led by Violet Cheung (see page 20), which was an extension of a discussion we had over our listserv last Fall. The SEC listserv is a great place to bring any questions you might have related to your research of a peace psychology issue in general so that you can bounce ideas off of your peers and get a variety of answers. If you are an SEC member (a student or within seven years of completing your degree) but are not on the listserv, please contact me to be added. Besides being a place for discussion, it is also a place to find job or internship announcements as well as information on grants. One grant that is only advertised on the SEC listserv is our student travel grant for the convention. If you are an SEC member at the first author on an accepted proposal, you are eligible to apply for a grant to help cover your convention costs. This is just one of the ways we try to help our SEC members.

On a final note, thank you to all of the SEC members who participated in the convention. Whether it was by presenting at the convention, volunteering in the hospitality suite or simply attending our SEC social hour on Friday night, our division would not have been able to have such an enjoyable and successful time without your presence.

Rebekah Phillips DeZalia can be contacted at:
rphillipsdezalia@gmail.com



Position Vacancy

Society for the Study of Peace, Conflict, and Violence: APA Division 48 Internet Editor

The Society for the Study of Peace Conflict and Violence is seeking an internet editor which oversees all of the Society's internet resources including our web site, social networking presence, and monthly electronic announcements.

The position begins January 1, 2012.

The ideal candidate for the position should be a member of the Society for the Study of Peace, Conflict, and Violence, and have some background with basic web design. Specifically, the Internet Editor will need to:

- Interact with the web development company we use to maintain the Society's web site
- Actively invite and respond to feedback on the website to keep it in a state of perpetual improvement.
- Gather and send out information of interest to the membership via the Division 48 Announcement listserv,
- Support/oversight to others in the division who maintain listservs connected with committees, working groups, etc.
- Maintain the Society's presence on social networking sites (e.g., Facebook),
- Attend the annual summer and midwinter meetings of the executive committee. Partial travel expenses are available for Division travel.

If you are interested in this position please email a cover letter, vita, and reference list to Michael Hulsizer at hulsizer@webster.edu by December 30, 2011.



FELLOW PROFILE: Kathleen H. Dockett, Ed.D

Congratulations to Dr. Kathleen H. Dockett who was elected to Fellow status in Peace Psychology effective September 2011. Dr. Dockett is a full professor of psychology with 37 years tenure in the Department of Psychology and Counseling, University of the District of Columbia, and a licensed psychologist in the District of Columbia. Her identity is that of a community peace psychologist, which reflects the integration of her education and practice experiences in counseling, educational administration, clinical and community psychology and many years of working for peace and social justice.

Dr. Dockett has made outstanding contributions in peace psychology as a researcher, author, and leader in Buddhist psychology especially. Her pioneering research examines Buddhism as a resource for promoting individual and societal well-being. Dockett illuminates the intersection of psychology and Buddhism as it pertains to the development of resilience and empowerment at the individual, microsystem, and organizational levels of society. She integrates paradigms of peace and community psychology with that of engaged Buddhism (i.e., the application of Buddhist psychological principles to the solution of societal problems and the promotion of peace); this can be seen in her publications applying Mahayana Buddhist principles of integration to ethno-political conflict resolution.

Dockett is author of two books: *Resources for Stress Resistance: Parallels in Psychology and Buddhism* (Soka Gakkai, 1993); *Psychology and Buddhism: From Individual to Global Community* (co-edited with Dudley-Grant & Bankart, Kluwer, 2003), and six related book chapters, including one on Buddhism and Peace Psychology in D. Christie's (2012) *The Encyclopedia of Peace Psychology* (Wiley-

Blackwell). Dockett collaborated in organizing a series of national conference presentations from 1999 through 2007 introducing the intersection of Buddhism and psychology at American Psychological Association and Eastern Psychological Association conventions, among others. These presentations and associated publications have focused on the application of Buddhist psychology to resilience, empowerment, happiness, depression, ethno-political conflict, and sense of community. She was recently principal investigator of an ethnographic-empirical linked research on the contributions of Buddhist practice in promoting personality resilience and psychological empowerment. This four-year project funded by the DC Agricultural Experimental Station was published in part as *Buddhist Pathways to Resilience: Teachings, Practices, and Organizational Processes* (Proceedings of the Annual Meeting of the Eastern Psychological Association, 2006).

Dockett has provided leadership in a number of peace psychology professional associations, Buddhist peace organizations, and university groups. In the APA Society for the Study of Peace, Conflict, and Violence: Peace Psychology, she served as secretary (2006-2010), Council of Representatives (2011-2013), co-chair of 48's Ethnicity and Peace Work Group and the Task Force on the Humanitarian and Psychological Issues in the Israeli-Palestinian Conflict (2010-present). In Psychologists for Social Responsibility, she served on the Steering Committee (2003-2009) and Advisory Board (2010-present). Within the lay Buddhist organization of the Soka Gakkai International, she has served as Washington DC region director and national vice director of the Academic Division of the Culture Department since 1992. As a group of engaged

Buddhists academicians, they endeavor to apply humanistic principles in creating cultures of peace through their disciplinary work. Pro bono community service includes multicultural training within this organization.

Applying peace psychology in the university and surrounding community, in 1992, Dockett initiated the creation of Psychology Students for Social Responsibility at UDC, the first student club of PsySR in the nation. Through the venue of this university club and as faculty advisor/mentor, Dockett and her students regularly provide public education, training, and service to the UDC and larger community on social issues of concern. For two decades, they have conducted educational programs, interventions, and activist efforts aimed at social change. These have included HIV/AIDS preventive initiatives on college campus, Earth Charter Community Summits on ecological sustainability, colloquia on such topics as depression in the African American community, the post-traumatic stress disorder of African American slavery, childhood depression, the psychology of evil and enemy images, psychological healing in the aftermath of Hurricane Katrina, meditation, happiness/positive psychology, training of social activists, a play *Where Peace Begins*, and such internationally touring exhibitions as *Seeds of Change: The Earth Charter and Human Potential* (www.sgi-usa.org/newsandevents/exhibitions/seedschange.php); and *The Gandhi, King, Ikeda Legacy of Peace* (www.morehouse.edu/about/chapel/peace_exhibit/exhibit/index.html).

Kathleen H. Dockett can be contacted at: kdockett@udc.edu



Introduction

Rebekah Phillips DeZalia
2011 APA Convention Program Chair

The theme for Division 48's programming at the 2011 APA Convention in Washington DC was "Peace Psychology in our own communities: Working toward structural, sustainable changes when we are a part of the problem, process and solution." I believe this was a very fitting theme for our programming and our time in DC as the division worked together to expand on the idea of peace in communities and all the related implications. There are several programs that I would like to specifically mention.

We chose to expand on a couple of presentations by having a suite presentation follow an official convention program. The first program that used this format was entitled, "A One Nation Model of Civic Engagement." It was chaired by Zoi Andalco and involved presentations by Henry Izumizaki, Eboo Patel and Fatima Shama. The focus of this symposium was One Nation's method of facilitating collaboration and dialogue among diverse communities by encouraging civic involvement. The follow-up discussion in the suite allowed for further discussion on this topic and encouraged dialogue that can often be difficult to find in a large symposium setting.

The other presentation that utilized this two-fold process was an invite symposium entitled, "Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution, Reconciliation and Peace Building." Chaired by Kathleen Dockett, one of the co-chairs

of our Ethnicity and Peace Working Group, this session included significant contributions from Yechiel Klar, Mubarak Awad, Donna Nassor and Ervin Staub, offering multiple perspectives and insights on a complex issue. Again, allowing for a follow-up suite discussion—chaired by Dr. Dockett as well as Shahin Sakhi—later that day allowed the larger community to become actively engaged in the dialogue.

In addition to our symposia, many of our members contributed to our programming through our poster presentations. We had thirteen presentations this year ranging from the promotion of nonviolence and peace education (via Omega Perry, Emily Mastroianni, Ricardo Chavez and Linda Webster) to ways of bringing community reconciliation after violence through a fascinating poster by Rena Patel, which was also continued as a suite discussion.

During the convention, we also honored a few of our members for their outstanding work in the field. This included the recipient of our Morton Deutsch Conflict Resolution Award, Diane Bretherton, who spoke of the role of community resilience in building peace. We also awarded the Ralph K White Lifetime Achievement Award to Tina Montiel for her peace building work in the Philippines. Finally, we were unable to hear from our 2010 recipient of the Early Career Award,

Masi Noor, but our 2009 recipient, Betsy Lev Paluck, gave a riveting discussion of her work on prejudice reduction in Central Africa as well as the US.

Our programming did not end when we left the official convention hall. We had almost 20 events in our hospitality suite, ranging from working group discussions, continuations of other programs (as mentioned above), informal discussions and social hours. These latter events tend to be the highlight of our suite events and are a great opportunity to engage with fellow division members. Overall, we had over one hundred individuals attend our social hours and many more participate in one of our suite presentations throughout the convention.

The 2011 APA convention was a great time of learning about peace building in communities through informative presentations and dialogues. Whether it was in the convention hall or in our suite, Division 48 offered over 30 high-quality, informative sessions. As we prepare for our 2012 convention in Orlando, where our division's theme will be "Healing the Wounds of Conflict and Violence" I am excited to be a part of preparing another interesting and relevant program for and by our members.

Rebekah Phillips DeZalia can be contacted at rphillipsdezalia@gmail.com

Our programming did not end when we left the official convention hall. We had almost 20 events in our hospitality suite, ranging from working group discussions, continuations of other programs... informal discussions and social hours.

THE ISRAELI-PALESTINIAN CONFLICT

The Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution, Reconciliation, and Peace-Building

Kathleen H. Dockett

University of the District of Columbia

Over 70 participants attended the Peace Society's two-hour *Invited Symposium on The Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution, Reconciliation, and Peace-Building*. Another 30 squeezed into the Society's Hospitality Suite for a stimulating additional hour of *Continued Discussion* on the same topic. These well received events on August 6 at the APA 2011 Convention in Washington DC were sponsored by the Ethnicity and Peace Work Group under the leadership of its Co-Chair Kathleen Dockett. They were the second and third sessions in a *Dialogue Series* which was initiated at the APA 2010 convention and reported in the Fall-Winter 2010 *Peace Psychology Newsletter* in the article, "Difficult Dialogues" A Facilitated Discussion: Quest for Peace in Israel, Gaza, and the West Bank: What Might Peace Psychology Contribute?

Session Goals

Consistent with the goals of the Division 48's soon to be populated Israeli-Palestinian Task Force, the 2011 symposium focused on ways peace psychologists might contribute their expertise toward reconciliation and peace in the Israeli-Palestinian region. A panel of four addressed several themes: (1) What arrangements, policies, and practices (including the role of third parties) are needed to move decidedly toward ending the conflict between Israelis and Palestinians? (2) How might existing psychological barriers be overcome in order to move toward reconciliation and healing? and (3) How might our literature in psychology aid peace builders in arriving at a means toward reconciliation, healing, and lasting peace between the parties involved? This article summarizes this invited symposium.

The Panel

Chaired by Kathleen H. Dockett, Co-Chair of the Ethnicity and Peace Work Group

and Convenor of the Division-wide Israeli-Palestinian Task Force, the session engaged a distinguished and diverse panel of research scholars and practitioner activists. They represented various ethnicities and nationalities; all had direct experience with the Palestinian-Israeli conflict. Panelists included:

- **Yechiel Klar, PhD**, Tel Aviv University: *Barriers and prospects in Israel and Palestine: An experimental social psychological perspective*
- **Mubarak Awad, PhD**, American University: *Palestinian practitioner perspective to the Israel-Palestine conflict*
- **Donna Nassor, JD**, New Jersey City University: *Models of restorative justice for peace-building and transformative societal change in Palestine-Israel*.
- **Ervin Staub, PhD**, University of Massachusetts, Amherst: *Approaches to preventing violence and to reconciliation in the Palestinian-Israeli conflict*

As suggested in the titles of their presentation, each panelist brought a unique perspective; with their collective contributions ranging from the micro- to macro-level of analysis, from the social psychological experimental lab; to field research and field interventions with "boots" on the ground, working for social transformation at multiple ecological levels; to theories and models of reconciliation. This article captures the highlights of each presentation from the panelists' abstracts or excerpts below, except for Dr. Staub's presentation which appears in a separate article in the Newsletter (see Page 14).

Background

In opening remarks, Dr. Dockett explained that this *Dialogue Series* was initiated in the aftermath of the tragic incident in 2010 aboard the Mavi Marmara, an action aimed

at stopping the flotilla designed to break the Israeli blockade of Gaza. The dialogue series was created to explore the potential contributions peace psychologists might make toward the creation of a sustainable peace in the Palestine and Israel region. She stated "Facing the most difficult and complex of the multi-layered, intractable conflicts in the Middle East, our challenge as peace psychologists is how to use our expertise to create peace in this region."

Abstracts and Excerpts

Dr. Yechiel Klar, Associate Professor of Social Psychology in the Department of Psychology at Tel Aviv University, has devoted his research to two topics. One area is judgment, choice, and decision processes. The other more recent topic concerns political and moral discourse in societies such as Israel and Palestine affected by enduring ethnopolitical conflict and the role of historical memory in this discourse. Dr. Klar examines (1) Perceptions of in-group perpetual victimhood and fear of victimizing as contrasting outcomes of historical group trauma, (2) Factors influencing the ability and willingness to open up to the other side's narrative during an intractable conflict, and (3) The conception of the national group as an eternal (or trans-generational) entity and its effects on the conflict.

Speaking on *Barriers and prospects in Israel and Palestine: An experimental social psychological perspective*, Klar (2011) wrote:

The factual parameters for a peaceful resolution of the Israeli-Palestinian conflict are no secret. Negotiators from both sides and third parties have substantially agreed on them on several occasions, but have lacked the political power or determination to submit them to public debate in the two besieged societies. Unfortunately,

Continued on page 12

Continued from page 11

in recent years the main movement has been away rather than toward a peaceful resolution. I will discuss two major psychological hurdles that affect the conflict and will show how a social psychological laboratory can contribute to understanding these psychological difficulties and perhaps somewhat mitigate them. First, the Israeli-Palestinian conflict is an extreme case of lack of acceptance by both parties of the legitimacy of the other party's collective identity, and its historical and emotional ties to the shared land. Merely being exposed to the other party's historical narrative, as we recently found in our lab, creates a sense of psychological burden even at the brain level, as indicated, for example, by a dramatic rise in glucose consumption (i.e., nibbling more candy during the experiment). In other studies we have explored several psychological "locks and keys" that can block or facilitate the ability to listen and acknowledge the narrative of the other side. I will also discuss the important role in both societies of collective memory of past traumas in shaping group identity and reactions to current conflict. More specifically I will describe two outcomes of historical group trauma: *Perpetual In-group Victimhood Orientation (PIVO)* and *Fear of Victimizing (FOV)* and their contrasting effects on group-based-guilt, tolerance of damage to the other side and information processing about the conflict. Any movement toward lasting peace should be informed by an understanding of the structural and psychological factors affecting the two troubled societies sharing the land of Israel/Palestine.

Dr. Mubarak Awad, Professorial Lecturer in the School of International Service at American University, is the Founder and national President of the Youth Advocate Program, which provides alternative foster care and counseling to "at risk" youth and their families. He is also the Founder of the Palestinian Center for the Study of Nonviolence in Jerusalem, and notably, was deported by the Israeli Supreme court in 1988 after being jailed for organizing activities involving nonviolent civil disobedience. Dr. Awad has since formed Nonviolence International, an organization that works with various movements and organizations across the globe.

Speaking on a *Palestinian practitioner perspective to the Israel-Palestine conflict*, Dr. Awad (2011) wrote:

The ultimate goal of psychology is to benefit the individual, society and the nation as a whole. Lessons from the Palestinian/Israeli conflict not only challenged psychologists but also emphasized their bias in favor of the Israelis or the Palestinians. When psychologists take sides and involve themselves personally and emotionally, with the belief that one side of the conflict deserves everything and other deserves nothing, a dark cloud shadows any attempts to mediate a conflict between people or to empower them to reach their potential. With the bias towards the Israeli Jews, there is a fear of dialogue, a fear of building relationships, and a fear of peace. For example, there has never been a meeting between Israeli and Palestinian psychologists on a large scale. Representatives from both sides have never come together to deal with the fears and emotions present in both communities; there has never been a discussion about what would be required of both groups in a peaceful future. Instead, sides have been taken, attempts have been made to smear and slander the opposing side, more hatred has been created, and the conflict has been used to benefit one side over the other and when wrong things are being done psychologists kept quiet.

The mission and goal of any attempted solution should be to empower people through finding their strength, to help to resolve individual conflict, and to bring about a peace of mind. The political issues and conflict can all be resolved as we look at nations such as South Africa, Northern Ireland, the USA during the Civil Rights Movement, the Soviet Union, and other conflicts around the world that resolved peacefully. We will process the depth of hatred and the images of each other that need to change in order to reach an equitable result. The international community has shown a tremendous support for Gaza, and many groups have attempted to break the blockade. In September, the United Nations' vote on Palestinian Statehood is expected to result in a great network of international support.

With new developments in the Arab World, specifically the Arab Spring, we are moving from a perspective where Is-

lam is the salvation of the people, back to an Arab nationalistic view. Syria will be a good factor for us to understand the shift and the new development that will change the Arab world. The future is a bright one for the Arab Nations in unity and prosperity, and Israel needs to adhere to those calls in order to survive in the midst of the Arab World as a peaceful and unaggressive neighbor.

Dr. Donna Nassor, J.D., is Adjunct Professor of Multicultural and Intercultural Relations at the New Jersey City University, and PhD candidate in psychology at Saybrook University with a concentration in social transformation. Professor Nassor is a restorative justice professional, a trained mediator, and a retired criminal defense attorney. Her research interests include: restorative/transitional/intergenerational justice, trauma, healing, forgiveness, reconciliation, transformative societal change, conflict resolution, and at-risk youth. At present she is conducting a pilot study utilizing oral histories of Palestinian men in diaspora who were born in Palestine/Israel before and soon after the Nakba. Professor Nassor has been involved in advocacy organizations and activism relating to the Palestinian-Israeli conflict since before the first Intifada. Her research is intended to be a vehicle for the voices of Palestinians to be heard. Describing her research, Professor Nassor (2011) wrote:

Currently, I am involved in a pilot study consisting of interviews asking the question, what do Palestinians want? My participants are Palestinians with Israeli citizenship living in diaspora, more specifically in New Jersey. They are Christian, Muslim, and Druze. They are all professionals, a retired pharmaceutical researcher, a retired physician and researcher and a university professor. Two were born before 1948 in Palestine and the other was born two years after May of 1948. They all lived in Palestine/Israel and left as adults. All three are living in the U.S. because for a variety of reasons each one understood that they could not be successful in their respective professions if they remained in their homeland.

Each one of them believes that a secular one-state solution with equal rights for all regardless of religion, ethnicity, gender or any other socially constructed divisions would be the most just and sustainable solution. That said, they all are reluctant to trust that such a change will come in their

lifetime. They all claim to have hope, but want to be realistic and conservative in their belief that things will get better in Israel or Palestine. When asked what they want for Palestinian refugees, they all agree that the refugees must be permitted to return to their homeland and or be compensated for their losses. They all support unity between Palestinians. Each of them appears to understand the complexities of the situation and recognize that compromise by all parties is absolutely essential. The issue of beginning the healing process for them was a difficult one to discuss. It appeared that they could not allow themselves to think about it. They each had a consistent need for acknowledgement by Israelis of what has been done to the Palestinians.

Professor Nassor concluded:

None of us can do any of this alone. We have to change ourselves from believing that there are no answers, that nothing we do can change what is happening, and that the conflict will never end. It will end.

Oppression is not sustainable. We have seen throughout the Arab world that changes continue to come from the bottom up. We have witnessed around the world an end to conflicts in other countries. It can happen and it will happen in Israel Palestine.

As healers, we need to focus on ending the oppression and imbalance of power. We need to assist in the healing by not being part of the system that maintains the status quo. Let us open our collective eyes as visionaries so that we can see the possibilities—and there are many. No more excuses. No more justification for digging our heels in. No more putting off what needs to be done right now. Let us inspire each other to push beyond what we thought was possible with ourselves, and with Israelis and Palestinians. I say to you all that we will not eliminate conflict until we start by ridding ourselves of fear and hatred. We have to be willing to examine why we have these feelings that allow us to project such a negative reaction onto “The Other.” When we are able to move beyond the socially constructed divisions and barriers meant to divide us, we shall see clearly and our hearts will be open, filled with love and compassion.

Dr. Ervin Staub is Professor Emeritus and Founding Director of the doctoral program in the Psychology of Peace and Violence at the University of Massachusetts at Amherst. He is past president of the International Society for Political Psychology and of the Society for the Study of Peace, Conflict and Violence. His latest book is *Overcoming Evil: Genocide, Violent Conflict and Terrorism*, published in 2011. Dr. Staub conducted many projects in field settings internationally to promote psychological recovery and reconciliation. He received numerous awards for life-long, distinguished, and scholarly contributions to peace psychology, political psychology, social justice, and international and intercultural relations.

The main points of Dr. Staub’s presentation are in his article—*Why is the conflict between Israelis and Palestinians so persistent? What could be done to create peace?*—which appears in this issue of *Peace Psychology* on page 14.

Conclusion

What have we learned from the continuing dialogues on the Israeli-Palestinian conflict? We have learned as peace psychologists that we can successfully engage in difficult dialogues without debilitating conflict. We have learned there is much we are already doing from the intrapsychic to microsystem to macrosystem levels that represent the building blocks of creating a positive peace. We have learned there is much that remains to be done but many of us are optimistic that we can be successful. We look forward to your joining us as we continue to move in the direction of our shared values and commitments. Despite our microbelongings to various subgroups with divergent worldviews and goals that cause us to splinter from time to time, our solidarity lies in the unity that comes from our shared macrobelongings as peace psychologists. We are committed to the values we share, of peace, of justice, of human rights for all groups. This is the glue that holds us together.

Note:

The symposium was followed by a *Continued Discussion* session in the Division 48 Hospitality Suite. For a report on this session, see *Difficult Dialogues Part II: Continuing Discussions on the Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution and Peace Building*, by Dr. Deborah Ragin and Dr. Shahin Shakhi in this issue page 16.

Kathleen H. Dockett can be contacted at kdockett@udc.edu



*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, non-violent conflict resolution, reconciliation and the causes, consequences, and prevention of violence and destructive conflict.



THE ISRAELI-PALESTINIAN CONFLICT

Why is the Conflict Between Israelis and Palestinians so Persistent? What Could be Done to Create Peace?

Ervin Staub

University of Massachusetts at Amherst

The starting point for the conflict was material, the land both groups wanted as living place. But in addition to living place, for both groups the same land had special meaning. For Jews, it was the land they prayed to return to for two thousand years, and also the land on which they believed they could avoid the persecution they have suffered for many centuries, culminating in the Holocaust, the murder of about 6 million Jews in Nazi Europe. For Palestinians it was the land on which they have lived for a long time, on which they suffered repressive rule by various countries—Turkey, England, then Israel—the land that has been their home. The same land is not only needed as living place but is central to the identity of both groups.

In addition, material conflict, when it is not resolved, when it turns violent and resists resolution, when it is “intractable,” becomes increasingly psychological as well. In the course of violence people justify their own actions. They come to devalue the other more and more, feel that they are right, their cause is just, and the other is wrong, responsible for the continuation of the conflict and immoral. The deeply set human tendency for reciprocity, universal across cultures, also means that groups respond to the others’ violence, often with greater violence. Cycles of retaliation maintain and intensify the violence. While Palestinian terrorism has created loss of lives, great fear and uncertainty in Israel in the past, given Israel’s military power and tendency to strike back, the material harm done to Palestinians, in lives and destruction of property, has been even greater.

The psychological woundedness that results from past victimization contributes to violence. When groups of people are the targets of violence, as both Jews and Palestinians have been, they come to see the world as dangerous. It is difficult for them to trust others groups, especially an opponent in a violent conflict that has harmed them. Mistrust makes negotiation more challenging, and a

response to the other with what people believe is necessary “defensive” violence more likely. Healing from such wounds can contribute to the possibility of peaceful relations. Acknowledgment of suffering by others, engagement with painful experiences in constructive ways, commemoration that not only focuses on the pain and suffering but also on the possibility of a positive future all can contribute to healing. Mutual acknowledgement by Israelis and Palestinians of the other’s suffering, and on ways they have contributed to it, would be especially helpful. So would a societal process be of examining how the group’s woundedness affects its perception of events and responses to it. The resulting awareness might shift perceptions and reactions.

Another important source of continuing violence is a destructive ideology, a vision of social arrangements, of relations between groups (and often also between individual), which also identifies some group as standing in the way of its fulfillment. Both groups hold such ideology. A minority of Israelis, who have substantial influence, hold on to the vision of Greater Israel, the recreation of the historical Israel, which includes the West Bank, where Palestinians live. Many (although far from all) of the people who live in the settlements in the West Bank are there to hold the land for Greater Israel, with a number of small but influential political parties committed to this. It is hard to know where Prime Minister Netanyahu stands on this, coming from a family strongly committed to a Greater Israel.

On the other side Hamas, and probably an unknown percentage of the Palestinian population, holds a vision of the region without Israel. With the aim of the destruction of Israel as a state, and with profound devaluation of Jews in their documents, it is unclear what Hamas’ vision is of what should happen to Jews who live in Israel. It is not surprising if Israelis believe that Hamas threatens not only their state, but also their lives. On the other hand, Israel has not engaged in actions that might have moderated Hamas’ ideology. In-

stead of waiting to see how Hamas would act when it was elected in 2006 by Palestinians to form the government in the Palestinian territories, and even attempting to positively engage with the new government, Israel immediately took actions to contain it. Given Jewish woundedness, the unwillingness to take the risk of engaging with a foe whose words and actions trumpet that it aims to destroy you is understandable, but taking such risks can lead to an evolution toward peace.

Creating a constructive ideology would be a very helpful guide to and motivator of peaceful relations. It could also be an essential motivator for resolving the conflict. One useful vision or ideology would be of an economic community including Israel and a Palestinian state to be created. This vision could include an elaboration of how constructive economic development could contribute to peace in the region, and how that would contribute to peace between Islam and Western countries.

Humanizing the other through words, and deep engagement between people belonging to the different groups can both help resolve the conflict, and promote reconciliation and lasting peace. We now know that when peace agreements are not accompanied by reconciliation, there is frequently renewed violence between groups.

Helping people understand the influences that make conflict intractable and lead to violence, the psychological impact of violence on people, and ways to prevent violence and move toward reconciliation can have a variety of positive effects that make the resolution of conflict and lasting peace possible.

Violence toward another group is perhaps always justified by increasing devaluation of that group. This can lead to new and greater violence. Humanizing the other through words, and deep engagement between people belonging to the different groups can both help resolve the conflict, and promote reconciliation and lasting peace. We now know that when peace agreements are not accompanied by reconciliation, there is frequently renewed violence between groups.

There have been many contacts between Israelis and Palestinians, which perhaps helped limit the extent of violence. But often these contacts are of short duration and limited in their function. Even dialogue and negotiation between leaders has usually been for very limited duration at a time. Contact is most likely to overcome devaluation and lead to more positive views of the other if there is persistent engagement, serving shared goals. It is more likely to have good long term effects if there are structures which naturally provide contact, such as shared work settings, shared schools with cooperative learning practices in which children work on shared tasks, joint committees that work for shared purposes.

For lasting peace another important matter to address is collective memories, the narratives of each group about the conflict. These narratives blame the other, and do not acknowledge the responsibility of one's own group. They can lead to the renewal of conflict. For a long time the Israeli narrative was that the 700 thousand Palestinians who became refugees after Israel declared independence, which was followed by Arab armies attacking Israel, left because their leaders told them to leave for the duration of the war, which they believed was going to be short and victorious. The Palestinian narrative has been that they were all expelled. The "new historians" in Israel established that some Palestinian were directly expelled, some were encouraged to leave by leaflets and in other ways, many left to escape the fighting near their villages, and others be-

cause they were told by leaders to leave. This account has been supported by studies of Palestinians who left. Moving toward a shared and more balanced history can make a lasting peace more possible.

Helping people understand the influences that make conflict intractable and lead to violence, the psychological impact of violence on people, and ways to prevent violence and move toward reconciliation can have a variety of positive effects that make the resolution of conflict and lasting peace possible. My associates and I have conducted workshops and trainings in Rwanda to promote such understanding, with the staff of local organizations, members of the media, national leaders, and others. We then progressed to educational radio programs, including radio dramas in Rwanda, and then Burundi and the Congo, serving the same purposes. Separate evaluation studies of the training (primarily their effects "once removed," on members of community groups that were led by facilitators we have trained, in comparison to control groups) and of the effects of the radio drama after the first year (now in its 8th year), showed a variety of positive effect. They included reduced trauma symptoms, more positive orientation by members of the groups (Hutus and Tutsis) toward each other, more "conditional forgiveness," greater willingness by people to say what they believed and more independence of authority, greater empathy with various parties. (These projects and the evaluation studies are also described in *Overcoming Evil*. Some articles about them,

especially the trainings, can be found at www.ervinstaube.com under downloads).

Resolving conflict, preventing violence, and promoting reconciliation require the joining of a variety of approaches/practices. They also require committed active bystanders, people within the groups and individuals, groups, and nations in the outside world who are willing to take the often courageous actions required to exert positive influence. External bystanders are often passive, or even complicit, supporting destructive ideologies, policies, and violence. Leaders in the U.S. who take positive action often lack the political courage to be persistent and follow through. External bystanders working with internal bystanders and exerting influence on leaders and followers on both sides are essential if groups or countries are to shift direction and move from intractable conflict toward peace.

Note: The symposium presentation was based, as is this article, on material in Staub, E. (2011). *Overcoming Evil: Genocide, Violent Conflict and Terrorism*. New York: Oxford University Press. The book gives an overview of the influences that lead to group violence, and describes principles and practices of prevention and reconciliation. One of the primary cases to which this material is applied in the book is the Israeli-Palestinian conflict.

Ervin Staub can be contacted at: estaub@psych.umass.edu



THE ISRAELI-PALESTINIAN CONFLICT

Difficult Dialogues Part II

Continuing Discussions on the Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution and Peace Building

Deborah Fish Ragin (Montclair State University) & Shahin Sakhi (UCLA)

At the APA's 2010 Convention in San Diego, Dr. Kathleen Dockett, Co-Chair of the Society's Peace and Ethnicity Working Group organized and hosted a very productive Facilitated Discussion session entitled "Quest for Peace in Israel, Gaza & the West Bank: What Might Peace Psychologists Contribute?" (see *Peace Psychology Newsletter*, 19(2), 13-14 for review). The discussion was fully supported by the Division's Executive Committee, who agreed that the Division had not allocated sufficient attention to one of the longest-standing ethnic and religious conflicts in the world. The 2010 Facilitated Discussion was the first in a series planned discussions about this issue. Without a doubt the discussions were viewed as productive, informative and a much needed step in the right direction.

Responding to a call to continue this productive dialogue and to identify and implement ways in which peace psychologists may contribute to ongoing efforts to resolve the conflict in Israel, Gaza and the West Bank, Dr. Dockett organized and convened the next two sessions in the dialogue series for the 2011 APA Convention in Washington D.C. The sessions, which were held Saturday, August 6, 2011, included an Invited Symposium entitled "Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution and Peace Building" and a Continuing Discussion session of the same title which followed in the Hospitality Suite. This article presents the themes from the Continuing Discussion in the Division Hospitality Suite on August 6, 2011.

Conflicting Emotions and Strategies for Peace

Researchers who choose to study peace and conflict face a daunting task. Their job is to identify, test, and employ theories of conflict resolution while taking into consideration the often unpredictable factors of human emotions. The participants at the Continu-

ing Discussion session of "Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution and Peace Building" encountered just this dilemma. Led by Co-Chairs Dr. Kathleen Dockett and Shahin Sakhi, and joined by the panelists from the Invited Symposium, Dr. Mubarak Awad, Dr. Yechiel Klar, Ms. Donna Nassor and Dr. Ervin Straub, as well as 20 audience members, participants shared their thoughts and feelings on a range of topics that included the need to agree on a common definition of terms, the role of external forces in the conflict, the role of religion and religious beliefs in ameliorating or exacerbating conflict, and the role of mental health professionals in addressing the conflict. Under the skillful and diplomatic management of co-chairs Dr. Kathleen Dockett and Shahin Sakhi, participants were able to turn conflicting views into learning topics. One example was the conflicting views about Palestinians living in the Gaza strip, which became a learning point once participants learned more about the Gaza strip, its boundaries, and living condition of the inhabitants.

Defining Terms

By all accounts, the audience assembled was amicable and engaged in a thoughtful and stimulating conversation about this long-standing conflict. Several important themes emerged from the discussion. One theme was the need to agree on the definition of specific terms, including "conflict", "Jews", "Palestinians", "greater Israel," "groups," and "Gaza." As researchers, we know that one of the first challenges is to define clearly the entity or target issue we wish to explore. This is a difficult task at times, but one made even more difficult when it involves an emotional issue. Not surprisingly, there were varying definitions offered for several of the terms. Over the course of the discussion some participants reached consensus on some of the terms. And, when consensus was not achieved, participants often were guided by the Co-Chairs to hear the other person's point of view and to discuss the differences. It is clear from the continued dis-

ussion, however, that future discussions will be needed to reach a consensus on many of the critically important terms.

The discussion concerning definition of terms identifies two potential next steps for peace psychologists. For researchers, the need to understand, through descriptive studies, what is meant by concepts such as "greater Israel," "Jews," "Palestinians," and "Gaza" can be the starting point for identifying key values and critical misunderstandings. For practitioners, convening smaller discussions groups with critical stakeholders might provide an opportunity for education, enlightenment, and perhaps identification of common ground.

External Forces

Many present during the discussion acknowledged the role of the United States in the conflict. For some, the U.S. is at the center of the issue because of the financial and military support provided by the U.S. to Israel over the years, and because of the absence of a balanced presentation of the conflict in the U.S.

The direct contributions to the conflict notwithstanding, some discussants noted also the indirect and sometimes intangible contributions of external forces to conflicts. In addition, they noted that albeit well-intended, sometimes external assistance may not be well-received. For example, external agents such as the U.S. may introduce assumptions about the preferred outcomes in the Israeli-Palestinian conflict, such as the need to strive for a democratic form of government and the preferred "look" of that government. But, do the intended recipients of the direct or indirect aid share the same view? For peace psychologists, the role of external forces, such as the U.S. represents an important factor to be weighed and addressed as an element in conflict resolution.

Again, this issue raises an interesting possibility for next steps for peace psychologists. Researchers may consider studying the perceived contribution of external forces by all stake-

holders in the conflict. Of particular interests is understanding whether external factors serve to perpetuate the conflict, in the view of the stakeholders, or to prevent an escalation of the problem.

Religion

For some, the Israeli-Palestinian conflict is viewed first through the lens of religion: Jews versus Muslims. However, the participants in the Continuing Discussion noted two important points. First, there are diverse religious groups in the region. Not everyone can be classified into these two groups. And, there are diverse views within each religious group. Second, religious beliefs held by Christians may influence the international aid policy of countries, specifically the U.S. Without a doubt, the role of religion is a confounding factor, a point made and agreed by many of the participants in the discussion.

The salient role of religion in this conflict offers researchers and practitioners an opportunity to partner with other academics and professionals in an effort to address religion as a contributing factor to the conflict. Specifically, peace psychologists might consider working with colleagues from Division 36 (Psychology of Religion) to explore the role of religion in ameliorating or perpetuating this conflict. Additionally, practitioners may consider engaging with clergy to develop opportunities for dialogue across religions.

The Role for Mental Health Professionals

As peace psychologists we offer our collective skills and knowledge in an effort to resolve conflicts. Included in this part of the discussion were questions about ways to nudge various stakeholders towards peace. Would peace be achieved if we start by helping the parties involved to see their commonalities? If the factions engaged in a facilitated dialogue, would they then be able to build towards a peace process? What if we used the concept of 'shame' in restorative justice asking people to take responsibility for their personal actions?

While many strategies
abound, one thing is
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psychological theory.

Or, as some suggested, is the best assistance peace psychologists can offer no assistance at all? Recognizing the multiple and complex factors in this conflict, is it possible that western peace psychologist, in an effort to help, can do more harm than good?

While many strategies abound, one thing is clear. The long history of the Israeli-Palestinian conflict will require innovative approaches and may not be rooted only in western psychological theory. Consider, for example the work of the Truth and Reconciliation Commission in South Africa. The Commission understood the need to join two opposing groups who for the preceding 50 years endured a number of atrocities. These two groups needed to join forces to govern a new and united South Africa. The Truth and Reconciliation Commission offered a novel (to western views) approach to achieve forgiveness and peace. The work of the Commission has been reviewed extensively, including through the research of our psychology colleague, Dr. Pumla Gobodo-Madikizela (see *A Human Being Died That Night*, 2003) of the University of Cape Town. This is only one example of an innovative approach. Perhaps looking more broadly we may find others.

Concluding on a Strongly Positive Note

The issues introduced in the *Continuing Discussion* offered many topics for further discussion and perhaps research. What is abundantly clear, however, is that just as there are many contributing factors to the conflict, there are many different factors to consider when weighing possible interventions or assistance. A one-factor solution will not be effective when addressing a problem as long-standing and complex as the Israeli-Palestinian conflict.

Yet, on a positive note, participants in this discussion were unanimous in their views that progress has already come about. Several years ago, a respectful, fruitful discussion about the Israeli-Palestinian Conflict within the Peace Division 48 was not possible. While there is still a long way to go, the participants were pleased to see that we could sit and share opposing views respectfully and thoughtfully. This beginning bodes well for a possible strategy for addressing the conflict—at least in the U.S.

In closing, we remember the words of former President Jimmy Carter when he accepted his 2002 Nobel Peace Prize: "We will not learn how to live together in peace by killing each other's children. The bond of our common humanity is stronger than the divisiveness of our fears and prejudices...We can choose to alleviate suffering. We can choose to work together for peace. We can make these changes—and we must."

Deborah Fish Ragin can be contacted at:
ragind@mail.montclair.edu

Shahin Sakhi can be contacted at:
shahin@ucla.edu



Should Peace Psychologists Be Credentialed?

Paul Kimmel

In a two-hour session in our Hospitality Suite at the recent APA Convention in Washington, D.C., 20+ members considered the following Handout:

HANDOUT (Edited)

“Furthermore, the organizers (of 48) did not look or act in ways that embarrassed traditional psychologists. Within the budding community of peace psychologists, there was agreement on the importance of respect and civility, for it seemed unfair to ask the world to move toward peace if the group behaved in intolerant, belligerent ways toward its critics. Although peace psychologists did not always adhere to these lofty ideals, they created a sustainable, constructive dialogue internally and externally taking the edge off many of the doubts that had been expressed” (Wessells, History of Division 48, 1997).

At the 2010 APA Convention we held a facilitated discussion at our hospitality suite on difficult discussions. Participants considered: (1) what we as peace psychologists have to contribute to discussions of complex issues and (2) if we cannot engage in constructive dialogue ourselves should we call ourselves peace psychologists? We will focus this evening on the second question and a potential answer of “no.”

Other helping professions have requirements for licensure and rules of practice (such as “do no harm” for doctors and clinicians). If members violate these rules and requirements, they lose licenses and may be disbarred. Let’s consider the same kinds of requirements and rules for calling oneself a professional peace psychologist in Division 48. Especially when a member speaks or acts publicly.

“What are peace psychologists capable of being and doing in our world today? Are they willing to doubt and question who they are, what they have been taught? Are they willing to act on behalf of peace and social justice?”

“What are peace psychologists capable of being and doing in our world today? Are they willing to doubt and question who they are, what they have been taught? Are they willing to act on behalf of peace and social justice? How can they merge their professional, personal, and civic responsibilities and identities?” (Marsella, 2011)

How can they merge their professional, personal, and civic responsibilities and identities?” (Marsella, 2011).

DISCUSSION

I then asked the group to speculate on what it would take to make a personal commitment to non-violence their core identity, taking precedence over their other allegiances—such as those of nationality, ethnicity, race, gender, sexual preference, religion and family.

When one of the participants mentioned a specific exception to such a commitment, I suggested that granting her an exception would allow other peace psychologists to have their exceptions and lead to debates over whose exceptions are most legitimate. More responsible behavior for professional peace psychologists is a complete commitment to non-violence and the promotion of a culture of peace.

Another participant said she separated her professional identity as a peace psychologist committed to non-violence from her personal identity where she could put other allegiances first. I suggested that this kind of splitting is divisive both to the profession, as her colleagues would feel constrained from discussing issues related to her personal allegiances (especially in public forums) and also to herself. We know the problems of multiple identities, especially in crises.

Another participant felt that requiring a complete commitment to non-violence as the criterion for certification as a peace psychologist would cut down on our membership—setting the bar too high for many potential members. But, if a complete commitment to non-violence becomes the criterion for certification, the Division could still accept individuals with a partial commitment to non-violence. We would, of course, be careful about electing the partially committed to leadership positions or letting them speak publicly about their other allegiances

when identifying themselves as Division 48 members.

I then turned the discussion over to the discussants, Linda Woolf and Jean Maria Arrigo. Their key comments were:

Linda Woolf:

We need to get back to our Mission—we need to be a strong voice for peace within and outside of APA. With the rise of the Cold War and nuclear proliferation, with the Vietnam War, and other points in history, it was important for psychologists to stand up for peace and offer their unique skills towards such endeavors. I think we are at a similar point in history with so much conflict and dissolution of human rights occurring around the globe. So I think a discussion focusing on what peace psychologists should be doing professionally [is] very constructive. As psychologists we know that peace isn’t just about global issues, but is fundamental to our personal selves and lives. Peace is family, safe homes, meaningful employment, stable communities, and recovery from trauma.

Jean Maria Arrigo:

Since 2005, hard feelings have arisen between Division 48 members who challenged the APA leadership over secrecy and conflicts of interest in psychologist-

assisted interrogations and members who kept the peace with APA authorities.

A remedy [is]...more self-education and networking. I propose regular communications with sister professional associations in the U.S., such as the American Anthropological Association, and with international psychological associations, such as the Puerto Rican Psychological Association. By assimilating information from their commissions...and attending to their association norms, we can minimize [our] vulnerability to pro-defense/war interests in the APA and prevent much strife within Division 48. This would be good for Division 48, good for peace psychology and...good for national security.

We then continued to discuss values and behaviors related to credentialing professional peace psychologists.

WHAT PROFESSIONAL PEACE PSYCHOLOGISTS SHOULD NOT DO

Most of the negative behaviors and attitudes professional peace psychologists should avoid are ethnocentric, e.g., stereotyping, negative attributions, black-white thinking, enemy imaging, selective inattention, and blind patriotism and nationalism (Kimmel, in press); others can occur specifically in international and intercultural situations that require intercultural communication and ethnocultural empathy (Suffla and Kimmel, in press). To become a professional peace psychologist would mean shunning behaviors associated with culture of war thinking and being trained to handle a wide variety of situations to prevent or ameliorate the misunderstandings that promote a culture of war. As we become more aware of our subjective cultures, we will become better peace psychologists (Kimmel, 2006).

WHAT PROFESSIONAL PEACE PSYCHOLOGISTS SHOULD DO

In developing our Mission Statement, the Division TF on Public Policy and Action endorsed the public interest science approach to connect peace psychology with public policy. Professional peace psychologists working in public policy should:

- 1) specify the values and goals underlying their policy efforts;
- 2) develop policy programs and actions that promote those values and goals;
- 3) involve those who will be affected by these programs and actions in their planning and implementation;
- 4) build participatory evaluations into these programs from the beginning;
- 5) carry out a coherent, integrated, mutually supportive set of activities;
- 6) periodically check the validity and impact of these activities for all participants;
- 7) compare the actual impacts with the program goals and their underlying values;
- 8) make appropriate adjustments.

While these guidelines are still relevant for our policy work, we need to formulate similar guidelines for professional peace psychologists who teach, train, do research and/or treat patients. I suggested that we consider the values and goals of a culture of peace (Kimmel, 1992) to create codes of best practices for professional peace psychologists that fit the domains where they work.

These practices may not always be easy to implement (Kimmel, 1994). But if we dedicate ourselves to them, we will be contributing to the building of a culture of peace. By working on issues of war and peace from many

perspectives and assessing our contributions to the general welfare, we will develop and publicize peace psychology. Targeted evaluations of our programs in conflict prevention and resolution will insure real improvements. Our work will become more relevant to our clients and to policy-makers, as we communicate with colleagues, administrators and the public. Through sustained, constructive dialogue, internally and externally we will assist everyone in learning how to learn. We will become professional peace psychologists.

NEXT STEPS

I invite all of you who are interested having more specific requirements for professional peace psychologists to participate in developing and implementing the needed guidelines. If you think that a complete commitment to non-violence and building a culture of peace is crucial to the growth of our profession, please take part in making codes of best practices a reality.

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Paul Kimmel can be contacted at:
pabloramona@gmail.com



Religious Fundamentalism from the Vantage Point of Peace Psychology

Violet Cheung-Blunden, University of San Francisco

Religious fundamentalism is characterized by its literal interpretation of religious doctrine, which is seen as absolute truth that must be forcefully defended. While Islamic fundamentalism is recognized as a driving force behind terrorism today, the role that Christian fundamentalism plays in our reaction to terrorism has attracted limited research attention (Altmeyer & Hunsberger, 1992; Rothschild, Abdollahi & Pyszczynski, 2009).

In a discussion held at the division's hospitality suite during this year's APA convention, participants arrived at a couple of working hypotheses about the ways in which Christian fundamentalism contributes to the cycle of violence. Some insights were gained as to whether the aggressive sentiment in this group lies in the specifics of religious belief or generic group characteristics. The conversation was couched in concrete terms in the hopes of encouraging future research on this topic.

The starting point of the conversation revolved around data collected from a series of studies post 9/11 showing that Christians voiced more support for the wars in Afghanistan and Iraq (Cheung-Blunden & Blunden 2008). Since the variable was included as a demographic, it is difficult to know which aspect of the religious group was really at work. A historical review of Christianity in the U.S. up to 2001 was conducted (Dreisbach, 2008; McGreevy, 1998; Putnam & Campbell, 2010) and several possible mechanisms were identified.

Early immigrants fled religious persecution in the Old World with a yearning for freedom in the New World. By the time Thomas Jefferson drafted the Declaration of Independence religious diversity was enshrined as a fundamental American value. The First Amendment formally recognized the separation of church and state. In the absence of a state

sponsored faith, America became a competitive marketplace for religion, with new immigrants bringing their beliefs and with existing religions undergoing an assortment of transformations.

One of the changes that accompanied this evolution was a new style of preaching, one that was based on emotional appeal. The evangelical movement, with its fiery sermons and passionate theatrics emerged into the mainstream. This approach proved so successful that by the 1850s more Americans attended church than ever. Soon after, Darwin's theory of evolution and other scientific ideas challenged traditional Christian beliefs. Many Evangelical Protestants reacted by fleeing towards fundamentalism, the belief that the Bible is the word of God and it contains the literal truth.

The rise of Communism and the cold war led to a marriage of convenience between religion and politics. While communism was equated with godless immorality, democracy was portrayed as the God-fearing antithesis. The electoral participation of evangelical Christians was jumpstarted by Billy Graham's pursuit of inside relationship with the White House and then propelled even further by the Moral Majority's lobbying efforts. They courted Ronald Reagan term after term only to realize that he was more of a political conservative than a Christian. In some sense, George W. Bush was the candidate that evangelicals were waiting for; he was both personally religious and interested in their agenda.

The attacks of 9/11 caught Christians at this particular moment in American history. The participants at the discussion hour identified several characteristics that could account for the support for war by this variant of fundamentalism. George W. Bush was perceived as a key figure of the group, and his call for action could have had a powerful effect on the other group members. Conformity is a well-

known concept in social psychology and useful measurement tools to capture the hierarchical relationships within, and across, groups include the Social Dominance Orientation Scale (Sidanius & Pratto, 1999) and the Demoralization Scale (Mahoney et al., 2002).

Another characteristic of evangelical Christians in 2001 was their political conservatism. American conservatives are known for the brand of patriotism that espouses a strong military and the expansion of American ideals throughout the world. Given that religion and politics became intertwined during the cold war, it is not that far of a stretch to suppose that ideological fervor (rather than faith) might have been the primary reason behind evangelical's support for military action. A widely used measure to study conservatism is the Right-Wing Authoritarianism Scale (Altemeyer, 1996). According to past research, people who scored high on this metric were more supportive of military action.

Another group characteristic at work could be the general temperament of religious followers. People with a deeper sense of faith tend to have clearer convictions, and hence prefer more certainty in their belief systems in general. Useful measures along this line include Dogmatism Scale (Altemeyer, 1996) and Epistemic Belief Inventory (Schraw, Bendixen, & Dunkle, 2002). Research in the past has shown that black-and-white thinking was inductive to adopting simple solutions to complex problems.

Yet, any group with these characteristics is susceptible to being manipulated towards violent ends. In other words, the mechanisms thus far appear to be universal rather than tied to a particular belief system. At this point the participants of the discussion hour ventured two competing hypotheses. A majority of the participants thought that only the universal mechanisms are at work; which is to say that the substance of a religion is not responsible

Let Love Transform You

by Dr Ani Kalayjian

Let the flames of Love help you focus
On all that is essential and true;
Let Love illuminate you and
Pave your road with passion...

Let Love take you away,
At the same time centering you
To choose the good, in spite of evil...
Let Love help you concentrate
Always on the present,
Letting go of the past,
As well as the unknown future...

Let Love fill your heart,
Opening your heart and letting it blossom,
Like a little budding flower!
Let Love help you mature,
To a full aromatic rose...

Love is the most essential feeling,
Let it fill your heart, mind, body and soul,
Love is the most noble deed,
Let it work endlessly through you...

Love is passion and compassion,
Love is patience and forgiveness,
Love is inspiration and awareness,
Love is eternal mindfulness...

Let love penetrate the depths of your soul,
Purifying you within and without,
Cleansing the negative past,
Paving your current path,
Shaping your uncertain future...

Let Love be your guide,
Your loving watch dog,
Your sight when you're blinded,
Your voice when you're silenced...

Let Love be with you...
Forever and ever
To eternity...

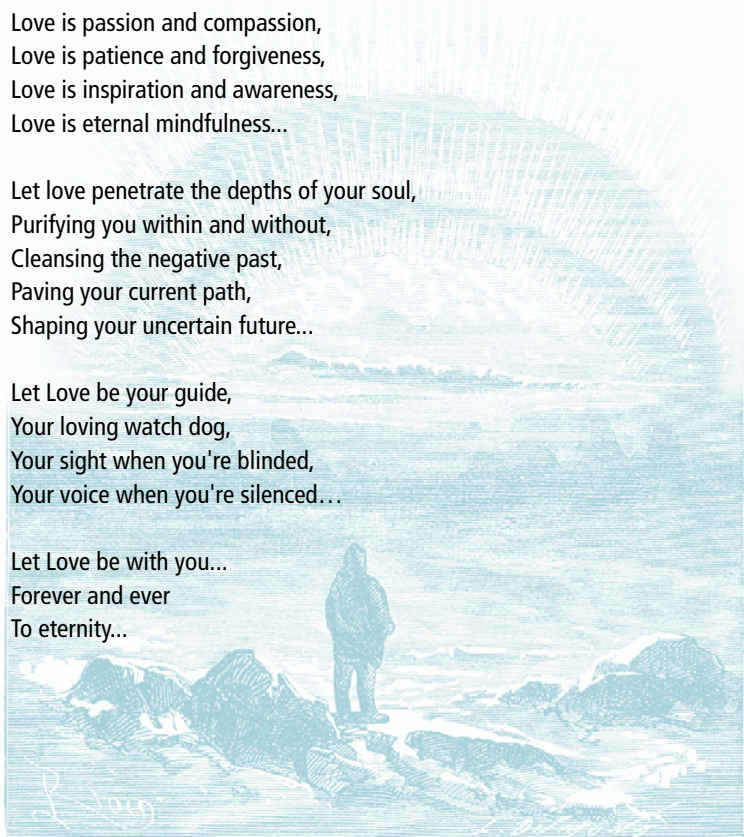
for why believers would rally behind our incursions into Iraq or Afghanistan.

A minority of the participants recognized a spectrum of emphasis on peace and violence by different religious denominations, such that followers might have genuinely different understandings about whether violence is an accepted means to an end under certain circumstances. Although some measures are available to assess religious belief systems, such as Religiosity Scale (Altemeyer & Hunsberger, 1992), Muslim Beliefs Dimension subscale (Raiya, Pargament, Mahoney, & Trevino, 2008) and Spirituality Transcendence (Piedmont et al., 2008), a specific measure on the teaching and adoption of pacifism is needed for future research to tease apart general and belief-specific mechanisms.

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Violet Cheung-Blunden can be contacted at:
violette_c@yahoo.com



Seven Projects for a Healthy and Prosperous Democratic Republic of Congo

Ani Kalayjian

The sky was overcast and the weather was hot as we arrived at the border of Congo after driving seven hours from Kigali in Rwanda, traversing the mountainous, debilitated roads, which made for a bumpy ride that shook us the whole way. Kigali was active with many construction projects underway; the Chinese have been fixing the roads, so it is all smooth and beautiful. In contrast to those qualities of the road, the Genocide museums were emotionally tumultuous places that paid tribute to the 1994 massacres that in 3 months' time resulted in the brutal deaths of 800,000 Tutsis and empathic Hutus; others were left maimed, their limbs hacked off, disabling them for life. The Genocide museums were a testament to the horrors that we had read about and seen on our televisions in 1994: The skulls were lined up along one area, the bulging eyes conveying the horrors that were endured. We could see how the machetes cut into them in three or four places. The limbs were in another section, and there were photos of terrified children showing the wounds they endured, as well as a pregnant woman who was brutally killed on a church altar where she was kneeling and praying to God, and other women raped and killed in front of their parents and siblings.

Few countries have seen the amount of violence that the Democratic Republic of Congo (DRC) has witnessed in the past few decades. Since 1996 the fourth largest African state has endured wars with its neighbors, civil wars, and other forms of violence that have proliferated immense poverty and famine, an HIV/AIDS epidemic, increasing rape rates, and gender intolerance. The International Rescue Committee estimates more than 5.4 million people have died from the prolonged conflict, a conflict that Nicholas D. Kristof of the New York Times says is being ignored by the international community.

Having arrived at the border of Bukavu and Kigali, we had to exit the vehicle with our seven trunks of donations for the needy. A large group of Congolese had gathered around us to transport our luggage across a bridge. Our main partner was the Peace and Conflict

Resolution Project (PCR), spearheaded by Pastor Samuel Muderhwa and Faida Mutula. Their friends met us at the border and calmly took care of the mob of Congolese wanting the opportunity to get a tip, then they escorted us to the immigration office and from there, to the customs office. We had to walk across a debilitated wooden bridge guarded by police with machine guns and stern faces while the seven women who were with us carried the heavy luggage on their heads, backs, and shoulders. It was surreal, and we could not even take photos because we would be imprisoned. The sky got cloudier as we walked across the bridge and entered Bukavu, there to have our visas verified at the immigration office. We were greeted with a warm "karibu" and "jombo" ("welcome" and "hello" in Swahili). I was so excited that I was able to respond in kind, since I still remembered my Swahili from our humanitarian program in Kenya: "Jombo Sana, habari," I said, which means "Hello to you, and how are you?"

While we were walking to our friend's vehicle we encountered many adults and children calling out "muzungu" ("white person"), and extending their open palms to ask for money and food. To the Congolese, a white person is associated with money, prosperity, and wealth. Congo was a colony of Belgium, which is why they speak French, while across the bridge in Rwanda, people speak English. Congo got its independence in 1960 and just celebrated its 50th anniversary.

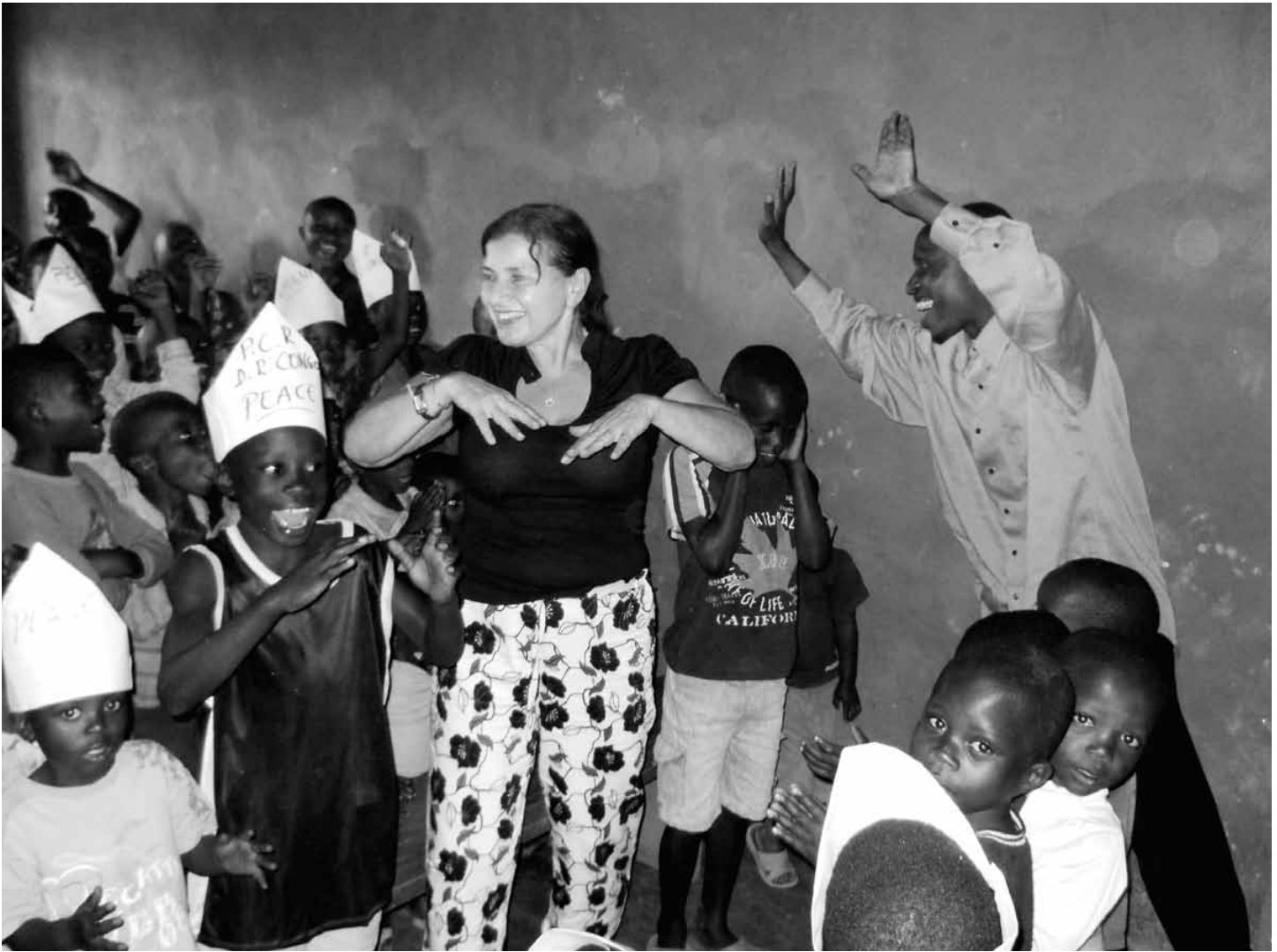
ATOP's Meaningfulworld Peace Building, Conflict Transformation, and Forgiveness Program began immediately as our team (myself and David Pressley) met our partners at PCR, which is under the leadership of Pastor Samuel Muderhwa and his wife, Faida Mutula. They reviewed our program for each day, and each day the program was packed with daily trainings followed by visiting refugee camps as well as various victimized individuals such as displaced people, rape victims, orphaned children, single mothers, and those in the maternal ward for rape victims. As we traveled to Pastor Samuel's home, we witnessed extreme poverty and slums, young men and women sitting around with nothing to do, nowhere

to go, and no food to eat. They looked emaciated and dehydrated as they attempted to give a warm welcoming smile to the "muzungus."

We began at the Pentecostal Church where I spoke as the guest to deliver a message of love and forgiveness. There were more than 500 people packed into the Church, drums beating fast and passionately, a chorus singing, and all kinds of musical instruments vibrating the space. The message was well taken, and members of the congregation came to me and told me they had come to Church with headaches and stomachaches, and they left nourished and in peace. I was in awe of their belief system, as they were all praying with such a deep faith, hope, love, and connection. We then went to another Church where well over a thousand people were gathered. I wondered why the poorest are the most faithful or religious...

We provided two days of intense trainings, lectures, and discussions on peace building, conflict transformation, assertiveness, and anger management. Each day more than 50 professionals, students, activists, police officers, soldiers, police, chief officers, religious leaders, people from media, local community leaders, women and youth groups, disabled persons, among other joined us. Their questions indicated a deep search for peace and empowerment. We had seven projects developed while we were addressing the needs of the Congolese. We started working with the PCR's HIV/AIDS women's group, who were struggling without medications and reporting weakness, severe symptoms, and helplessness. The Netherlands NGO was providing them with food and medications, but they withdrew about a year ago, and no one replaced them. We gave them protein bars, gifts, and valuable guidance, and we made plans to follow up in order to provide them with continued support.

The second project was educating boys and men. Early unwanted pregnancies and STDs such as the deadly HIV continue spreading. Condoms are not available, and anyway, it's taboo to ask for one, as you would be considered "a loose person." Unwanted pregnan-



cies will continue if males are not educated about the consequences of their actions and empowered to respect and care for themselves as well as the women in their communities.

We visited the slums of Bukavu, and while of course you may say there are slums in every country (Kenya, Sierra Leone, Haiti), it is still an unbelievable scene: Millions of people in these tiny tin-and-mud houses the size of a small tool shed, with bare walls and no furniture, food, or books inside – just a few plastic containers to fetch water or perhaps an old calendar from 2009 collecting a lot of dust. We listened to their plights, witnessed the long lines of children with runny noses and flies all over their faces, each with a yellow container clutched in both hands, each struggling to fetch water for their family or looking for cooking wood before sunset.

The next project was in the maternity ward of Dr. Rau Hospital in Chiriri/Kasha. We were

reaching out to the women in the maternity ward, listening to their experiences, their needs, and their pain as we were empowering them. PCR had a supply of donated birthing kits from an Australian NGO. The fresh blood on the floor from a C-section, the smell of urine and placenta permeating the ward compelled me to exit for a breath of fresh air to prevent myself from fainting. At this hospital the new mothers were crying out for soap to wash the dried blood, as well as their newborns. We supplied one of the PCR staff with money and sent him to the market to buy a large quantity of soap. At that time we had the opportunity to speak with the head nurse as well as the director, who took us to their bare supply room, which lacked such basics as syringes, gloves, sanitary napkins, and antibiotics. The soaps arrived and we were on the verge of tears as we watched how the women's eyes lit up with joy and gratitude, as if we were distributing bars of gold.

The fourth project was giving a follow-up training in the 7-Step Biopsychosocial and Eco-Spiritual Healing Model for about 30 PCR staff members. The questions were insightful; people were tired of 20 years of war, corruption, and now the Hutu Militia. Some they just wanted to let go of everything, to forgive and move on and sacrifice their human rights, while others asked for revenge and justice, and a third group wanted to leave everything up to God's will. It was an opportunity to discuss the importance of assertiveness, of not giving up one's rights as specified in the UN Human Rights Declaration and the Millennium Development Goals (which is signed by all governments in the world, including the Congolese government), and the importance of healing before taking a blind leap into forgiveness.

The fifth project was visiting refugees (displaced people) in Mudaka village, where peo-

Continued on page 24

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ple came from Bunyakiri, Gahutu, Lulinja, and many other villages that were ransacked by the Hutu Militia (which killed parents, raped young girls, and set villages on fire). These Hutus have escaped the Gacaca Court and some, led by General Mudacumura, exploit the weak presence of the UN Peace-Keeping Forces while exploiting the wealth of minerals, gold, and diamond in Congo. We interviewed more than 50 women ages 14–38, as well as a few men who witnessed these horrific experiences. Their stories greatly distressed us. Some had walked for 18 days, others for 2 months to arrive at this camp. All too often it reminded me of what my grandmother had told me about what the Armenians went through during the Ottoman Turkish Genocide in 1915. Almost 100 years later, the world is still witnessing horrific acts of violence inflicted by one human being upon another. It is surreal, it is unbelievable, and it is a disgrace. When are we going to learn the lessons of history and embrace one another?

We brought healing remedies donated from Bach Nelson that are formulated specifically for trauma (such as Rescue Remedy and Star of Bethlehem), as well as donated clothing, toothpaste and brushes, and Zone protein bars. These people need continued support and collective healing.

The sixth project was with the displaced children in Bagira (they came from Funu, others are from Tchimpunda, Kaza-Roho, Chiriri and Essance). PCR had been working with more than 500 children, 279 are orphans,

others were economic orphans. When we arrived they had banners welcoming us with messages such as “God Bless You and Keep You Safe,” and “Dr Ani, King David, Pastor Samuel, and Faida, God Bless You.” They sang, we all danced, and we talked about love, compassion, sharing, and working hard and doing the best we can. We were amazed at how attentively they were listening, repeating our words with conviction. We also engaged them in activities such as art therapy and storytelling. The contents of another suitcase of gifts were shared, including crayons, clothes, and protein bars. With your support these healing groups and art and play therapy sessions will continue.

We spent a few hours each day counseling individuals with specific needs such as family issues, health issues, nutritional issues, and identity issues. We taught them about the limbic breathing (diaphragmatic breathing) method, healthy nutritional intake, and creating inner peace with visualization and meditation. (Many of them suffered from heart palpitations and high blood pressure.)

David Pressley characterized the journey as a rewarding experience. “While it was emotionally extremely draining, I was happy to be there and share the sorrow of the Congolese. I wish we could do more, and we are planning to do more. I was also angry with the extent of the suffering, as there was an underlying helplessness and resignation with their plight instead of reaching in and discovering solutions and working steadily to reclaim their basic human rights.”

The next invitation was from the Université de la Paix in Bukavu. We later found out that there are three universities for peace in Bukavu, in a country that is struggling for peace. More than 50 students, faculty, and administrators had gathered. They were listening attentively, raising their hands, and sharing their concerns: Can we forgive before healing the wounds of rape and murder? Which comes first, forgiveness or justice? How can we help our rape victims whose families have abandoned them? How can we enforce our rights to free access to primary education and decent roads? How can we empower people when they are hungry? (The Congolese have a saying, “An empty stomach doesn’t have ears,” which means hungry people cannot listen, understand, and be empowered their basic needs have to be met first.) They asked many questions, indicating their desire to move out of this mode of helplessness, pain, corruption, and suffering.

The seventh project was teaching yoga stretches and chakra balancing movements, especially those for reinforcing trust: opening the fourth chakra for unconditional love, strengthening the third chakra for empowerment and the fifth chakra for self-expression and demanding basic human rights, and the sixth chakra for insight and strengthening their inner resolve. In the future we are planning to start tennis courts for the slums, to empower, engage, discipline, and train youth in a constructive sport.

For additional information on how to donate to this project, please contact Ani Kalayjian at drkalayjian@meaningfulworld.com

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

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How Can Educators Bring About Emotionally Positive Classrooms?

Promising First Steps from the Peaceful Schools Institute

Christa M. Tinari & Laura Roberts

There are many benefits to creating emotionally positive classrooms and schools. For example, research has shown positive emotional classrooms lead to gains in academic achievement, greater teacher retention, decreased rates of violence, a lower drop-out rate, and fewer students engaging in risky behaviors (Catalano, Haggerty, Oesterie, Fleming & Hawkins, 2004; Cohen & Geier, 2010). School climate research has concluded that in positive emotional climates, students feel a sense of safety, belonging and “connectedness,” and are motivated to excel (Cohen & Geier, 2010). Secretary of Education Arne Duncan recognized the importance of emotionally positive schools when he stated that “a positive school climate is the foundation” to academic achievement and “absolutely critical” to the success of our nation’s students and schools (Duncan, 2010 & 2011).

This line of research inspired the primary author to create the Peaceful Schools Institute (PSI) in 2005. The goal of the Institute is to bring about emotionally positive classrooms in elementary and middle schools through teacher-led implementation of social-emotional learning and conflict resolution skills and strategies.

Efficacy was chosen as the focus of the current study because there is a rich body of research that suggests higher teacher efficacy leads to higher rates of experimentation and success with new strategies, more persistence when facing obstacles to practice implementation, and ultimately better student learning outcomes (Bandura 1977; Bandura 1997; Pajares, 1996; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). According to researchers Tschannen-Moran, Woolfolk-Hoy, and Hoy (1998) teacher efficacy, in general, is defined as “the teacher’s belief in his or her capability to organize and execute a course of action required to successfully accomplish a specific teaching task in a particular context.”



In the current study we wanted to learn whether teachers’ efficacy increased as a result of participation in the Institute. Moreover, we wanted to learn about the timing of efficacy development. Would we see increases in efficacy immediately after participation in the summer Institute? Or, would we have to wait until teachers had a chance to practice their new skills when they returned to their classrooms, several weeks later? Previous studies have suggested that we would have to wait, because efficacy levels improve when teachers experience “mastery” by successfully applying their new skills with students in the classroom (Bandura, 1997). However, we assert that the experiential nature of the Institute allows for classroom simulations and would result in increased efficacy immediately following the Institute.

Description of the Peaceful Schools Institute

The PSI is an 18-hour professional development experience for teachers, school counselors, and school administrators working in Pre K-8 settings. The Institute takes place over three consecutive days, and includes 6 instructional hours per day. The length of training allows for adequate time to present content and to facilitate an agenda comprised

of active and experiential learning. The arrangement of three consecutive days allows for the creation of an immersion experience, during which a supportive professional development community is created and shared by educators from different schools.

Institute Goals

The Institute was designed to accomplish the following, a) increase teachers’ social-emotional (SE) and conflict resolution (CR) skills, b) help teachers instruct their students in SE and CR skill development, and c) establish emotionally positive classrooms and schools. As mentioned above, an initial step in this process was to increase teachers’ feelings of efficacy with regard to creating emotionally positive classrooms, through the implementation of key SE and CR practices.

Teachers’ social-emotional (SE) efficacy. For the purposes of the Institute, SE efficacy is a form of teacher efficacy that pertains to confidence in using SE and CR skills within their classrooms, and influencing their students to do the same. We created a questionnaire to measure SE efficacy in areas that were cov-

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ered in the institute. Specifically, the questionnaire asked teachers to respond to the following statements, "I feel confident that I can: control disruptive behaviors in the classroom; work successfully with the most difficult students; change students' moods so that they are ready for learning; get students to stop and think before they act; get students to work out peer conflicts; get students to include other students who are different; prevent students from teasing one another, and prevent bullying school-wide."

Social-Emotional (SE) and conflict resolution (CR) skills education. SE and CR skills education covers overlapping content and skill sets, as well as a broad spectrum of teacher and student practices. Researcher Tricia S. Jones (Jones & Compton, 2003) defines CR education as the teaching of "processes, practices and skills" that bring about nonviolent conflict resolution and "create safe and welcoming communities" (p. 19). Researchers Zins, Bloodworth, Weissberg and Walberg (Zins et al, 2004) define SE learning as "the process through which children enhance their ability to integrate thinking, feeling and behaving to achieve important life tasks" (p. 4). Recent studies in neuroscience have demonstrated the ways in which moods, moderated by SE skills, impact student attention, cognition, memory and engagement in the classroom (Kusche & Greenberg, 2006). Examples of CR and SE skills introduced at the Institute are: emotional awareness, expression and self-control; active listening; the S.T.A.R.

(Stop, Think, Act, Reflect) problem-solving method; cool-down strategies; conflict de-escalation; empathy; perspective-taking; and classroom meetings. A comprehensive review of the CR and SE research literature revealed strong evidence to show that well-implemented CR and SE programs lead to students experiencing increased feelings of "connectedness" to school, improved self-control, and improved academic achievement. Additionally, evidence shows that programs can lower suspension rates, decrease disciplinary referrals and aggression, therefore significantly improving school climate (Jones, 2003; Zins, Weissberg, Wang, Walberg, 2004).

The focus during the Institute is on the development of *teachers'* knowledge, attitudes, and skill levels in five specific SE and CR content units as follows: a) Creating Safety and Community Through Social-Emotional Learning, b) Facilitating Classroom Meetings, c) Utilizing Positive Discipline Strategies, d) Teaching and Using Classroom-based Conflict Resolution Strategies, and e) Teaching and Using Bullying Prevention and Intervention Strategies. These units include common elements of many research-based CR and SE programs, and were chosen by the primary author based on their role in promoting a positive classroom climate and fostering a positive attachment to school. The instructor presents a brief theoretical rationale for each content area, but most of the time is allotted to the presentation and practice of core skills.

Pedagogy: Process and Practices of Experiential Learning

The process and practices of experiential learning methods are applied during the Institute. We hypothesized these methods would cause immediate development of teachers' SE efficacy.

Process. The process of experiential learning includes four components: 1) engagement in an experience 2) reflection on the experience to formulate new meaning (the "learning") 3) generalization of the learning to ascertain relevance to various contexts and 4) application of the learning to their next experience (Kolb & Fry, 1975; Kolb, 1984). This process is not a simple linear model, but a spiral one, in which subsequent experiences lead to deeper levels of understanding and learning (Kolb, 1984). During the Institute, the instructor uses experiential learning to guide educators through sequenced SE and CR activities that provide them with a first-hand, "felt" experience of caring, belonging, community, and connectedness- key qualities of an emotionally positive classroom. The instructor also engages educators in experiencing the SE and CR practices and skills they are to use in their classrooms. Through these experiences, educators explore their personal feelings, attitudes, values, and beliefs, deepening their self-awareness of the content and its value. This learning environment fosters respect, trust, collaboration, and creative problem-solving, which are used to build and sustain a transformative professional learning community. In this context, educators reflect on the potential impact of the Institute content on their teaching practices and on the development of their students.

Practices. The Institute includes a variety of experiential and active learning activities, such as: ice breakers and games, feeling check-ins and check-outs, pair-shares and small group discussions, group contracting, self-assessment, modeling, mental mapping, brainstorming, gestures and movement, storytelling, role-playing, collaborative planning, and guided skill practice with feedback.

An especially important experiential practice is activity debriefing. Activity debriefing invites teachers to challenge their perceptions and to develop new insights based on their new experience. During the debriefing of activities, teachers are encouraged to make meaning of the activity vis-à-vis SE learning and CR objectives. Participants are frequently





asked, “What insights have you gained from experiencing this activity as a participant? How will these insights impact the way you use this activity in your own classroom with your own students? In what way would you alter this activity to make it developmentally appropriate for your students? How might you apply this activity in the classroom to meet SE and CR learning objectives?” and “How can this activity be used to create or sustain an emotionally safe classroom?” Finally, teachers are invited to brainstorm solutions to potential challenges that might arise when they implement various activities and practices in their classrooms. In short, teachers learn to imagine how their personal thoughts and feelings, as well as the thoughts and feelings of their students, will impact their work back in the classroom. In the current study we hypothesized that the joint effects of experiential learning and the metacognitive processing that takes place during activity debriefing would bring about immediate development of SE efficacy.

Method

We addressed the following research questions: a) Does the PSI help educators develop increased SE efficacy? and b) Does SE efficacy increase immediately following the Institute? Our hypothesis was that participation in the PSI would help educators develop increased social-emotional efficacy immediately in each of eight targeted areas related to the Institute’s objectives: a) Controlling disruptive behaviors in the classroom, b) Working successfully with the most difficult students, c) Changing student’s moods so that they are

ready for learning, d) Getting students to stop and think before they act, e) Getting students to work out peer conflicts, f) Getting students to include other students who are different, g) Preventing students from teasing one another, and h) Preventing bullying school-wide.

Participants. One hundred fifteen educators from PreK-8 schools within the Archdiocese of Philadelphia School District participated in one of three PSIs during the summer of 2011. The sample consisted of classroom teachers, subject area teachers, support staff, principals, and one counselor. All subjects voluntarily registered for the Institute.

Procedures. Our research design allowed for two sets of comparisons between treatment conditions and control conditions. We had two cohorts of participants. Cohort 1 attended the Institute in June, cohort 2 in July and August. For the purposes of the study, assignment to groups was virtually random. Subjects were invited to participate in this study through completing an online survey prior to their participation in the Institute. Participants in cohort 1 (n = 40) took a pretest and a post-test and were considered as treatment group only. Participants in cohorts 2 (n = 49) took the pretest twice, separated in time by about two weeks. Then they received the treatment and took the post-test. Because we had three times of measurement for cohort 2, they served as their own control group.

We created a questionnaire to measure teacher social-emotional (SE) efficacy. The format was modeled after the Teacher Self-Efficacy Scale (Bandura, 2006) and the Teacher Sense

of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001). We established content validity by applying the Delphi technique, eliciting input from a panel of experts in the field of social-emotional learning. Inter-item consistency was strong (Cronback’s Alpha = .93) and test-retest reliability was acceptable for an instrument of this type ($r = .76, p < .0005$). A factor analysis showed that all eight items loaded on a single factor and accounted for 68% of the variation in scores, on average. Thus, we concluded that teacher’s SE efficacy is a uni-dimensional construct with strong factor validity. Readers can contact the primary author for a copy of the questionnaire.

Results

The research design allowed a comparison of cohort 1 (treatment) and cohort 2 (control) between observations 1 and 2. And, for cohort 2 it allowed a comparison between observation 1 and 2 (control) and observation 2 and 3 (treatment).

Cohort 1 O₁ X O₂

Cohort 2 O₁ O₂ X O₃

The first comparison showed significant gains in SE efficacy for cohort 1, treatment condition (gain = .80, s.e. = .22) but not for cohort 2, the control condition, (gain = .20, s.e. = .19). The second comparison showed no significant change for cohort 2 from time 1 to time 2, during the control condition (gain = .20, s.e. = .19), but significant gain from time 2 to time 3, the treatment condition (gain = 1.00, s.e. = .17).

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Discussion and Conclusions

Our hypothesis was supported. We found greater gain on SE efficacy for the treatment condition than for the control condition. Because assignment to group was random, we conclude that the gains for the treatment condition were due to participation in the Institute. We assert that the experiential and transformative nature of the Institute, as outlined in the Pedagogy section, provides a powerful learning experience for educators such that positive increases in efficacy can occur even before educators try out their new skills in the classroom. More specifically, we contend that the activity debriefing component of the Institute is key to increasing teachers' confidence. The questions we asked during the activity debriefing sections encourage teachers to process how they think and feel about the activities and to imagine using them in their own classrooms. Furthermore, they give teachers an opportunity to think through and troubleshoot possible barriers to success. We believe this formal process of reflecting on experiences and processing insights goes a long way toward increasing teachers' SE efficacy.

This study underscores the importance of experiential training and SE learning among

the teachers themselves. Teachers who experience the Institute gain particular strategies they can use in the classroom. Yet perhaps more important for creating classrooms and schools with positive emotional climates is the transformative effect on the teachers themselves as they become more emotionally mature, aware, and "tuned in." In future studies, we plan to add questions about teachers' own SE experiences. In addition to the skills and techniques teachers gain in the institute, we believe they also become more self-aware and more deeply in touch with their feelings and become more aware of how their feelings impact their behavior. Moreover, we believe they become better at trusting their feelings to guide their behavior. These hunches will be examined empirically in future studies.

Strengths and limitations of study. The experimental design of the study is a clear strength. By virtue of pretesting, post-testing, treatment conditions, control conditions, and random assignment, the study possesses strong internal validity and thus, allows for causal inference. External validity or generalizability of the study is somewhat limited. All participants in the 2011 Institute were Catholic school educators from suburban schools. Catholic school educators may possess spe-

cific characteristics which makes it difficult to generalize from their experience to the experience of educators who work in public or charter schools. In addition, most educators who participated in the Institute did so voluntarily, and were inherently interested in the Institute content. Positive outcomes from the study could be inflated due to the particularly receptive participants. However, some educators may have participated mainly to earn required professional development hours, or because they were requested to attend by their principal. Those who were requested to attend may represent those members of the population who are less interested and motivated by the Institute content.

Directions for future research. Educators who participated in this study will continue to be followed so that their efficacy levels can be measured after they have had the chance to try out their new SE and CR skills and practices with their students. It is hypothesized that teachers will experience even greater increases in efficacy levels after they have been able to successfully use new skills and practices in their classrooms. However, if teachers try new skills and do not assess their efforts as successful, they may experience a decrease in efficacy. It will be interesting to see if any

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patterns emerge among teachers whose efficacy increases and those whose efficacy remains constant or decreases. Factors that impact outcomes may be related to individual subjects or to their environment. For example, a teacher's state of physical health may impact their feelings of efficacy overall, as might implementation barriers that prevent them from using a particular SE or CR skill in the classroom

Implications for practitioners. There are many educators who, like us, are interested in providing experiential programs to teachers for professional development. We encourage our colleagues to include a reflective component to their program along the lines of our "activity debriefing" component which will help participants to develop a deeper self-knowledge of SE and CR content. Debriefing also encourages educators to imagine themselves using SE and CR skills in the classroom to meet targeted learning objectives, and to anticipate and troubleshoot predictable obstacles. We believe this process will help teachers develop efficacy on an accelerated time table.

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Christa M. Tinari can be contacted at:
ctinari@peacepraxis.com

Laura Roberts can be contacted at:
rightangleresearch@comcast.net

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**"If we learn to open our hearts,
anyone, including the people who
drive us crazy, can be our teacher."**

— Pema Chodron

BOOK REVIEW

The Legacy of Torture in the American Army & the Trauma Behind It

Charikleia Tsatsaroni
Boston University

Phillips, J. E. S. (2010). *None of us were like this before: American soldiers and torture*. Brooklyn, NY: Verso. ISBN-13: 978-1-84467-599-9. \$26.95

International legal agreements on human rights prohibit torture as a clear violation of human rights, and require all member states to take necessary measures to prevent torture and to legally sanction those who commit torture (Convention Against Torture and Other Cruel, Inhuman, and Degrading Treatment or Punishment, 2010). Notwithstanding the clarity of the message from the UN and international organizations, torture still occurs. For the United States, the most well-known stories of torture that happened at Guantanamo and Abu Ghraib prisons led to great concern around the world regarding the causal factors underlying such abusive acts and their consequences. Identifying these “causes and costs of US torture and detainee abuse during the war on terror” (p. viii) is the goal of Joshua Phillips, in his book *None of Us Were Like This Before: American Soldiers and Torture*. The primary purpose of this review is to consider the extent to which constructs from George Lakoff’s work on morality and politics, as well as from Albert Bandura’s conceptual framework for moral disengagement and his construct of agency, apply in a meaningful way to the rationales of Phillip’s interviewees. Moreover, I consider the applications of Lakoff’s and Bandura’s constructs within the framework of Bronfenbrenner’s social ecological developmental framework. I show that the 10 chapters in Phillip’s book demonstrate powerful examples of the Lakoffian and Bandura theoretical perspectives regarding moral reasoning behind the use of torture in the American army.

Phillips starts his quest with the death of Sergeant Adam Gray, who made it home alive from Iraq and died in his barracks, and guides us through his interviews with ordinary American soldiers, their families and friends, victims of torture, human rights activists, lawyers, military, governmental, and intelligence officials. Building on his first hand interviews from different and often dangerous locations around the world, Phillips draws a mosaic of

emotions, beliefs, and behaviors that contribute significant insights to our understanding of the reasons why U.S. forces and officials believed that torture of detainees was “effective, permissible, and necessary” (p. xii), and also the devastating consequences for both victims and perpetrators.

First, Phillips’ narratives tell us that it was not just “a few bad apples” (p. ix) who engaged in torture. As Lakoff argues in his book *The Political Mind* (2008), politicians often use the Bad Apple frame whenever “there is a systematic practice in an organization that is either illegal, immoral, or at least underhanded. If the practice were publicly recognized, it would greatly harm the reputation of the organization and threaten the careers of high-level members of the organization” (p. 164). Therefore, according to Lakoff (2008), politicians believe that the “bad apples” need to be removed from the barrel/organization in order for the organization to protect its operation and to find specific targets/individuals to blame rather than attribute the blame to the whole system. Related to Lakoff’s argument, Phillip’s narratives reveal that military personnel’s participation in torture and/or tolerance of it, were more common than acknowledged by governmental officials. Additionally, the factors leading to torture lay not only within the individuals but also within the context. Therefore, as Lakoff (2008) states, “we have to aim above the bad apples” (p. 163) and, I would add, to look into the ecology of the issue of torture.

Based on a cognitive-ecological model (Bronfenbrenner, 1979), it can be demonstrated that Phillip’s interviewees’ perspectives on torture were influenced by factors at four levels: the *macrosystem* (e.g., the United States’ involvement in the most recent wars in Afghanistan and Iraq), the *exosystem* (e.g., the lack of clear guidelines concerning the military personnel’s role and responsibilities, the role of media in distorting reality), the *microsystem* (e.g., the amount of torture in the American army, the superiors’ tolerance of the abuse, the aversive conditions of soldiers’ living in Iraq, the notion that prisoners might have been trained in counter-interrogation

skills), and the *individual* (e.g., the soldiers’ disappointment and frustration following an initial period of enthusiasm concerning the soldiers mission, the lack of adequate interrogation techniques training, the fear of the unknown due to lack of cultural awareness concerning their detainees, the fear of death due to rumors concerning ticking bomb scenarios, boredom).

Phillips gives considerable attention to narrations disclosing that most of the soldiers were ill-trained during their basic military training and that this failure was a potential contributing factor to their later involvement in torture. In military institutions, we can recognize a patriarchic structure designed to build up character. Specifically, applying Lakoff’s “strict father morality model” (2002, 2008) to Phillip’s narratives, the nation and the American army constitute the family in Lakoff’s model. The American government and the superiors in the military constitute the parental figure that is the moral authority figure that can distinguish between good and evil, and also can protect the family. The American soldiers are the children viewed by the strict father model as the subjects to moral authority. Also, obedience to moral authority and discipline are the appropriate moral behavior for the children (soldiers). Finally, creating and enforcing rules for the subjects (soldiers) of the moral authority, often using punishment as a mean in case of disobedience, is the necessary moral behavior on behalf of the moral authority, in order for the children (soldiers) “to build moral strength” (Lakoff, 2002; p. 76). One of the Phillip’s interviewees explicitly states that, “drill Sergeants put their new enlistees through strenuous exercises to improve their fitness and toughen them up, but also to discipline recruits” (p. 58), and therefore soldiers considered that “... since the military forced them to do such grueling exercises during their training, it wasn’t unreasonable to make accused terrorists do them too” (p. 59).

In the quotes from the service people, we can identify not only the applying of learned behaviors in detainees’ treatment, but also the consideration of the detainees as evil. Ac-

According to the Lakoffian strict father morality model, the family (e.g., the nation and its security) needs protection from the evils of the world (Lakoff, 2008). Such a notion, Lakoff (2008) argues, can be used to justify torture: "Why torture? If your enemies are evil, you can-and may have to-use the devil's own means against them" (p. 80).

Furthermore, Phillips considers that torture caused wounds not only to its victims but also to its victimizers, clearly reinforcing the significance of greater attention to the trauma inflicted on soldiers by their involvement in torture and abuse. To this end, Phillips describes soldiers' difficulty in openly discussing their acts, a difficulty that, as Lakoff (2008) would argue, is strengthened by the operation of the strict father model in the army where "...individual responsibility means being willing to deal with the consequences of your own decisions. If you join a volunteer army, you get paid to fight, you know you may be killed or maimed, those are the chances you take, and you should be prepared to deal with the consequences" (p. 80). As a result, according to Phillips, posttraumatic stress disorder symptoms (e.g., recurrent nightmares, irritability, anger, and avoidance), substance abuse, depression, and suicide are often the consequences of wartime behavior, as seen in some of his interviewees, which is consistent with previous research results with individuals involved in torture (Gibson & Haritos-Fatouros, 1986).

Although some notions that derive from the interviews seem to be repetitive from chapter to chapter, Phillips makes a good case for the struggle of the individuals involved in torture and other abusive behaviors to make sense of what was going on. From a Bandura perspective, in several narrations it is apparent that individuals try to maintain their self-worth, even in the case of engaging in torture and/or tolerating immoral behaviors in others and being aware that, following such a path, they violate their moral standards (Bandura, 1999).

The four main sets of sociocognitive mechanisms of moral disengagement as described by Bandura (1999) that mediate between individuals' moral standards and their actual behaviors can be identified in Phillip's interviewees' narratives. For example, there were many examples of reasoning that cognitively reconstructed torture by a) *advantageously comparing* torture to a better outcome (e.g.,

"but there was the real possibility that many Americans would die unless we got intelligence that could help us to thwart those attacks", p. 75), and b) using *euphemisms* to describe torture (e.g., "... they'd say '*make it uncomfortable* [italics added]... don't let him sit for a while'...", p. 61, and "enhanced techniques", p. 94). Other narratives removed or obscured personal agency, by *displacing and diffusing the responsibility* of their actions to others (e.g., "[some of the officers on the base] kind of implied that you should soften [them] up, but not necessary for interrogation purposes" and "... or you hear about the situation where they [the higher-up non-commissioned officers, platoon sergeants, and stuff] might have done the exact same thing", p. 61). A third set of examples *misrepresented, minimized, and disregarded consequences* of harmful behaviors (e.g., "sometimes with certain people, stress would work", p. 61, and "once a relationship was formed with a detainee, interrogators could use coercion more effectively-not by physical means, *but through shame* [italics added]...", p. 78). Finally, some narratives devalued the victims of torture by a) *dehumanizing* them (e.g., "I threw another human... [He was] tied up and I picked [him] up and threw him. At that point [I] wasn't thinking about another human being-wasn't worried about how he thought, if he was embarrassed", p. 63), and b) *attributing the blame* to them (e.g., "we were getting shot at all the time so we needed to know what they knew", p. 62, and "They're [the prisoners] the reason you're tired. They're the reason you're hungry. They're the reason you're thirsty. They're the reason you're miserable" p. 63).

Moreover, Phillips aptly allows the narratives to show that several individuals who became involved in torture and/or witnessed abusive acts were concerned about the morality of such acts and felt ambivalent about torture's usefulness to disclose reliable intelligence. Quotes such as "It's painful... Especially if you have twelve soldiers from a different country yelling at you, screaming at you, pointing guns at you and having stuff done [to you]. I can only imagine how traumatizing that would be to someone" (p. 59), indicate empathic concern for the victims and an ability to morally engage towards them. Some of Phillip's interviewees reported the abuses in several ways, demonstrating how, as described by Bandura (1999), personal agency inhibited them from behaving inhumanely and contributed to proactive humane behavior. Then, most of

the time, they had to deal with negative consequences. Some of them were consistently ignored, while others had more serious costs, feeling stigmatized and being threatened to keep silent.

Despite the fact that Phillips' book is thought provoking and very readable sending a clear message about the complexity of the issue of torture and the trauma behind it, it lacks the scientific perspective that would allow a systematic recording and interpretation of the content of his interviews, leaving the reader to deal with a lot of information. On the other hand, the plethora of its interviews is a significant source of ideas and concerns that could be methodically investigated by psychologists, policy makers, politicians, military personnel, and human rights advocates to name a few in order to address the issue of torture more effectively. Especially for the psychologists and other mental health professionals, Phillips' book can be useful with its real cases' examples a) in recognizing individual and systemic factors that contributed to torture, as well as their negative consequences for those involved, and b) in identifying resilient factors that could help the healing of the emotional wounds and the prevention of similar incidents in the future.

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Charikleia Tsatsaroni can be contacted at: chtsa@bu.edu



Division 48 APA Council Representatives Spring/Summer 2011 Report

Kathleen H. Dockett

University of the District of Columbia

APA AND HUMAN RIGHTS

BAPPI Launches Association-wide Human Rights Initiative. In March 2011, the Board for the Advancement of Psychology in the Public Interest (BAPPI) initiated plans to convene and support through conference calls a working group comprised of individuals with expertise in human rights issues and chaired by Allen Imoto. The focus is on developing APA web site resources on human rights and social justice; developing a human rights curriculum for graduate school training for psychologists. Contact coordinator Clinton Anderson with your ideas and feedback on the web sites:

- <http://www.apa.org/topics/human-rights/index.aspx>
- <http://www.apa.org/about/gr/issues/human-rights/index.aspx>

AAAS Science and Human Rights Coalition, of which APA is a member, is developing its 2012-2014 action plan. This will provide opportunity to evaluate the Coalition, assess the extent to which member expectations have been met, and identify future priorities.

COUNCIL ACTIONS OF INTEREST

Convention Affairs. Council voted on actions to enhance the APA convention by changing the way programming hours are allotted. The aim is to reduce the overall size of the convention while creating more thematic and collaborative programming with fewer competing sessions. Effective with the 2014 Convention, the total number of programming hours will be reduced by 20%. A Proportional Model will assure all divisions a minimum of 10 Convention hours with additional hours allocated on the basis of actual division member attendance for the previous three years. Using the 2010 convention attendance as a baseline, in 2014 no division's hours will be reduced more than 30%, in 2015 no more than 35%, and 2016 no more than 40%. The program will be evaluated in 2017.

Seating of Ethnic Minority Psychological Associations (EMPA). The motion to approve four voting seats for the Ethnic Minority Psychological Associations (EMPA) was moved from the action agenda to the discussion agenda. This was good news! Based on "exciting, productive" meetings of EMPA and APA's Board of Directors in June, an expanded vision emerged of how they want to work together emerged. Broader than the issue of voting representation on COR, they developed a joint statement committing to the development of ongoing collaborations, as equal partner organizations, for the mutual benefit to society in areas of common concerns, including health, mental health, and workforce issues.

National Multicultural Conference and Summit (NMCS) Support. COR voted to continue supporting the National Multicultural Summit. The NMCS Fund Chair Jessica Daniels reported that the goal is to raise \$250,000; currently at more than \$100,000. The goal for 2013 is to advertise that NMCS is an APA-wide supported conference. Funds are used for travel stipends for students and early career psychologists to present their research.

Public Interest Directorate New Initiatives invite our support: (1) towards eliminating health disparities, (2) grants on women and disability, and (3) a new grant on violence prevention.

Divisions of Social Justice (DSJ) 2012 Convention programming includes symposia on: (1) nationalism and intolerance of diversity, coordinated by Helen Neville of the Committee on Ethnic Minority Affairs (CEMA); and (2) human rights, coordinated by Allen Imoto. Four program hours have been donated by Divisions 9, 17, 51, 56. Division 48 should make known its desire to participate by contacting the coordinators and making recommendations for panelists.

Marriage Equality. Council adopted a Resolution on Marriage Equality for Same-Sex Couples as APA policy.

OTHER COUNCIL ACTIONS

- Approved new rules governing APA President-elect nominations and elections, including who may run, restrictions on campaigning, reporting of collected funds, among other rules. Members of the Board of Directors are eligible to run, and may not endorse nominations.
- Approved new standards to improve the scientific merit of motions/reports presented to Council, requiring initial review by CSFC to ensure scientific validity; and requiring that rationale and background information be included.
- Approved 2012 diversity training for COR focused on "disability." Beginning in 2012, an assessment protocol acceptable to CSFC will be included in any diversity training program to determine the effectiveness of the program and explore new models for delivery to improve the current process.
- Adopted as APA policy the Specialty Guidelines for Forensic Psychology, with August 2021 as expiration date for the guidelines.
- Approved new 2011 National Standards for HS Psychology Curriculum.

OFFICIAL REPORTS TO COUNCIL

APA President's Report: Dr. Melba Vasquez

President Vasquez presented an overview of the three major initiatives of her presidency, addressing the grand challenges of our society—immigration, discrimination, racism, and educational disparities. The APA Presidential Task Force on Immigration, chaired by Carola Suarez-Prozco, "addressed the psychological factors related to the experience of immigration, with particular attention to the mental and behavioral health needs of immigrants across the lifespan and the effects of acculturation, prejudice/discrimination, and immigration policy on individuals, families, and society."

Of special note is our Division of Peace Psychology: Ethnicity and Peace Working Group Task Force on Immigration. Our Task Force has worked in collaboration and support of the Presidential Task Force and continues to make significant contributions to its Report. Deserving of special recognition are our Task Force Convenor Judith Van Hoom, distinguished members Suzana Adams, Corann Okorodudu, Adrienne Aron, invited expert consultants Louise Baca and Graciela Orozco, and 48's liaison to the Presidential Task Force Albert Valencia. Kudos to you all! See their report on page 34 and the Spring/Summer issue of *Peace Psychology Newsletter* (<http://peacepsych.org/images/PeacePsychNewsletterSpring11.pdf>)

The Presidential Task Force on Preventing Discrimination and Promoting Diversity, chaired by James Jones, “seeks to reduce and prevent discrimination against and enhance the benefits of including people whose social identities are marginalized in society.” The Presidential Task Force on Educational Disparities, chaired by Steve Quintana, seeks to “develop strategies from psychological science to reduce educational disparities. It will address questions such as: What does psychology have to say and offer about addressing the impact of educational disparities, especially on poor and racial/ethnic minority students? What are the sources of the educational gaps?” (<http://www.apa.org/about/governance/president/index.aspx>) Dr. Vasquez' other Presidential initiatives include projects on psychotherapy effectiveness, guidelines for telepsychology, and a self-care initiative.

CEO REPORT: Dr. Norman Anderson

APA's seven strategic initiatives go live. Council approved \$2.1 million to fund the first year of seven initiatives presented by CEO Anderson to advance APA's three strategic goals: maximizing organizational effectiveness, expanding psychology's role in advancing health and increasing the recognition of psychology as a science.” The seven initiatives include (1) workforce analysis (what jobs/roles for psychologists in the future); (2) treatment guidelines to translate psychological science into health interventions; (3) expansion of public education campaign to include the entire discipline of psychology (as a science); (4) promotion of graduate and continued professional develop-

ment to advance psychology's participation in interdisciplinary health care delivery and interdisciplinary science; (5) convening an interdisciplinary working meeting on Promising Evidence Based Interventions on Health Disparities to address what can psychologists do to eliminate health disparities; (6) forging alliances with health care organizations to include psychologists in integrated health-care settings—continue membership on EC of Patient-centered primary care collaborative and establish primary care fellowships; and (7) improve APA business models, member communications and the convention to increase member engagement.

Two projects underway include the *Good Governance Project* headed by Sandy Shulman, evaluating our structure and functioning. The second is *Investing in APA's Financial Future*—COR approved a plan to invest in publications—new products, enhanced marketing, infrastructure capacity bldg. Several outcomes to date include: *PsycTHERAPY* and *PsycTESTS*; a Data Salon—business intelligence platform regarding our business model; and *APPS*—*APA2011 CONVENTION APP*, (m.core-apps.com/APA2011) accessible through iPhone/iPad; and *psycNET*.

Budget. APA has does not need to raise the deficit ceiling, is not running a deficit, has been increasing its income since early 2000 and is in the third year of positive surplus operating margins, with budget surplus just over 2 million on early returns on 2011. New Association financial policies to present a balanced budget and strive to maintain short term financial health measured by level of working capital (equal to 4 months of operating expense, and long term financial health as measured by net assets equal to 4 months operating expense, etc. There has been constant growth in investment portfolio since 2007 to date. Shift in revenues from print products (-6% growth) to electronic licensing revenues (34% growth). Trends continue for 2012, dues down, journal subs down, other pubs flat, licensing/royalties/rights are up. Basically flat operational revenue projections—tentative—for next year.

Your COR representative-elect Eduardo Diaz attended the COR meeting as an observer to become familiar with the process. We “divided the room” and passed out either a membership brochure and/or our convention

programming flier, briefly engaging with a majority of COR members.

Note: Council voted to elect 124 members into Fellow status, including yours truly. Feel free to contact me for additional information regarding COR.

Kathleen H. Dockett can be contacted at: kdockett@udc.edu



Peace and Education Working Group Report

Linden Nelson,
Working Group Chairperson

At the American Psychological Association convention in August, members of the Division 48 Peace and Education Working Group presented a symposium organized by Christine Hansvick titled “Meeting the Challenges of Teaching Nonviolence and Peace Psychology.” The symposium participants are making their presentations available to anyone with interest in teaching about peace, conflict, and nonviolence at the college level.

- Dan Mayton's presentation described textbooks that present multiple perspectives for learning about peace psychology and nonviolence. This is available as either a PowerPoint or PDF document.
- Dan Christie's presentation described a variety of resources for learning about peace psychology including books, journals, and materials discovered in a search of relevant literature data bases. This is available as a PowerPoint.
- Linden Nelson offered suggestions for lecturing to large student audiences about peace psychology and illustrated his suggestions using the lecture outline for a recent lecture on “The Social Psychology of War and Peace.” This is available as Word documents for the lecture suggestions and the lecture outline.

To request e-mail attachments of any of the materials described above, please contact me at llnelson@calpoly.edu.

- Hal Bertilson described how he uses Web-based resources with a course syl-

labus for a course he teaches on peace psychology. To request a copy of his syllabus and information about using Web-based resources, please contact Hal at HBertils@uwsuper.edu.

We plan to make all of these resources, as well as many other materials for college teaching about peace and conflict, available on the Division's Web site. Please check the Peace Psychology Resource Project on the site at www.peacepsych.org to find syllabi, PowerPoint presentations, lecture outlines, class activities, and many other resources that would be useful to anyone developing lectures, courses, or programs in peace psychology.

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



Ethnicity and Peace Working Group Task Force on Immigration Report

Judith Van Hoorn

With regard to issues of peace and conflict, violence, and insecurity, immigrants are among the most sensitive and vulnerable members of our society. Those among them who are refugees from war or political repression constitute a subgroup who are likely to have suffered psychological trauma before immigrating, but even those who left their homelands voluntarily and with optimism toward a future in the United States are at risk of psychological hardship after arriving.

The Universal Declaration of Human Rights and international human rights standards establish basic rights and freedoms to which all human beings are entitled whether they are immigrants or not. Nations that ratify international treaties are obligated to respect, protect, and fulfill them such as the 1967 Protocol to the Convention Relating to the Status of Refugees.

Immigrants in Crisis

Since September 11, 2001, however, "migrant" and "terrorist" have become widely linked as a result of global migration policies that have shifted from a human rights frame-

work to a national security framework. In the U.S., for example, the Immigration and Naturalization Service was terminated in 2003 and replaced by a new agency, the Immigration and Customs Enforcement (ICE) under the Department of Homeland Security. With this restructuring, the Federal Government has dealt with immigration as a threat to national security. The Real ID Act of 2005 included changes in standards of evidence and gave immigration officers use of their discretion in asylum cases that would prevent many legitimate asylum seekers due to discriminatory treatment.

Although violations of immigration laws are not crimes, ICE keeps immigrants facing deportation proceedings and persons seeking asylum (including unaccompanied children and individuals separated from their children and families) in jail-like conditions with harsh treatment from correction officers including strip searches, and without access to free legal representation, adequate healthy living conditions and psychological or medical health care, Miranda warnings, jury trial, bail or a set date for their release. Persons detained are moved from facility to facility, without being given advance notice, justification, and without notifying their families about their exact location. There is an expanding network of county jails and private for-profit prisons that sign contracts with the federal government to house detainees frequently in facilities that are already overcrowded.

Until recently, the system lacked public accountability and its abuses remained largely unchecked. In 2009, as a result of pressures from civil society groups and some members of Congress, ICE announced that it would initiate major changes to reduce detention abuses. However, a follow-up assessment one year later (Detention Watch Network, 2010) revealed that, in spite of ICE's expression of strong commitment to reform, very little progress had occurred. Though the system of detention affects millions of immigrants, refugees, and potential asylees, the general public has very little information about it.

Report of the Task Force

The Division of Peace Psychology: Ethnicity and Peace Working Group Task Force on Immigration was formed in response to Arizona's legislation, SB 1070. The Task Force is drafting a Division 48: Peace Psychology

statement on Immigration and Arizona SB 1070 to submit in time for the winter Excomm meeting.

The 2010 APA Presidential Report on Immigration will be on the action agenda for the next meeting of the APA Council of Representatives. Last spring, the Task Force provided feedback to the 2010 APA Presidential Task Force on Immigration. As a Task Force, we will circulate the Report later this fall and update Division 48 membership, the Excomm, and Council Representatives so that we can act to support the adoption of a strong Report.

Work of Task Force Members

Suzana Adams recently became a mental health provider for Physicians for Human Rights and for the Arizona Office of Refugee Resettlement (ORR- Division of Unaccompanied Children's Services). ORR was created to provide care and placement for unaccompanied, undocumented, alien children. The majority of these children are placed in shelters, foster care, group homes, staff secure, secure, and residential treatment centers until they are 18. She is also working to create a SIG within National Latino Psychological Association, for the assessment of undocumented immigrants.

Louise Baca presented an invited paper, "Ethical Treatment of Ethnic Minorities and Sexual Minorities In Arizona" at the fall conference of the Arizona Psychological Association. She is working with a student to collect qualitative data on the impact of Arizona SB 1070 on the professionals who work with immigrants. She has two other students (who are immigrants) who are designing a program for immigrant women and she is helping with program development.

Graciela Orozco wrote a chapter "Counseling Undocumented Persons" that will be included in the forthcoming edition of the textbook she co-authors: *Introduction to Multicultural Counseling for Helping Professionals* (3rd ed.) by Orozco, Lee, Blando, Mizelle, and Shooshani. She recently presented a paper, "Crisis in the Schools: Mental Health Concerns of Children of Deportees" as part of *Living in the Shadows: Mental Health Concerns of Undocumented Students*, a program at San Francisco State University.

Corann Okorodudu has been invited to serve as a member-at-large of the NGO Committee on Migration at the United Nations. The mission of the committee is to promote the protection of migrants and their human rights in accordance with the United Nations Charter, the *Convention of the Protection of the Rights of all Migrant Workers and Members of their Families* and other human rights standards.

She was one of three panelists in a symposium on *Race and Migration*, on the occasion of the UN General Assembly Commemoration of the 10th Anniversary of the *World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance (WCAR)*, which took place in Durban, South Africa in 2001. The symposium was organized by the United Methodist Women and the National Network for Immigrants and Refugee Rights and co-sponsored by the NGO Committee on Migration and other NGOs. Her presentation focused on an historical perspective on the racialized hierarchy in the migration policies and procedures of the U.S. and other Western nations.

Profiles: Adrienne Aron

Migration has become a major focus for the work of peace psychologists. The following profile of Task Force member Adrienne Aron highlights the passionate commitment and expertise within our Division. (Additional profiles are planned for future newsletters.)

Adrienne Aron, Ph.D., translator and editor of essays by martyred Salvadoran psychologist Ignacio Martín-Baró (*Writings for a Liberation Psychology*, Harvard, 1994), is a clinician specializing in trauma. She has worked extensively with refugees who have suffered traumatic abuse, providing psychological evaluations to submit in their petitions for political asylum in the U.S.

This summer she presented a paper on immigration at the *Society for Values in Higher Education* this summer. The paper, "The Closing of Borders, Schools, and Minds," is a case study of a child victim of Joe Arpaio in Arizona, in the context of globalization as an evil that drives migration.

As an elaboration of her work against torture she translated Mario Benedetti's dramatic play on the theme, *Pedro and the Captain*

(Cadmus, 2009) and helped organize the 2010 city-sponsored events of *Berkeley Says No to Torture* week. She has participated in human rights delegations to Haiti, Argentina, Uruguay, El Salvador, and Honduras, and is active in the Haiti Action Committee. In her spare time, with an eye trained on solidarity and human rights, she writes fiction.

Judith Van Hoom can be contacted at: jvanhoom@pacific.edu



Spirituality & Humanitarian Practices Working Group

Steve Handwerker

Since the Executive Committee Meeting at APA in August we have initiated an invitation to several LISTSERVS for Divisions 48, 52, 36 and 34 and have received a very supportive wave of inquiries. The peace and spirituality working group had initiated a name change on the basis of the major projects engaged over the past 14 years.

Spirituality and Humanitarian Practices involves the utilization of a person's self-determining capacity, and willingness to serve and care for others to build consciousness toward greater inner peace and world harmony.

Relevant Projects

Conscientious Objection (CO): Involves the exploration and promotion of the fundamental right (UDHR) to refuse to volunteer for military service for reasons of conscience. It seeks the creation of a web site (through PsySR now) in which such views are expressed about service and war. It is now envisioned as a proactive effort and ultimately a movement toward peace by creating an avenue for all voices of conscience regardless of the background of the individual.

Crisis Intervention: Involves our work in areas of humanitarian and sustainable aid to educate, advise, and support/train Haitians (and other areas /locales in need) and volunteers working on the ground in Haiti. Details about our experts and their organizations are available at www.greenyouthconference.com. Our working group is part of the Haiti Crisis Intervention Team described and we are creating paradigms for this support worldwide. Experts

from all professional arenas are contributing via operational guides to generate this advice as well.

Other Service Initiatives: As a member of the Professional and Scientific Board of Advisors for The Center for Crisis Management, an arm of the Homeland Security Department, I am working with various team members to create personal journals in arenas of trauma relief reflecting their professions experience. One such example comes from a nurse who has provided details from her experience serving in Haiti. There are procedural guides for the treatment and prevention of PTSD and to support resilience in professionals serving in area in need of support, e.g., where there is extreme poverty, a recent natural disaster. The study and support of resilience and intrapersonal peace is an arena we have studied and have found important results that contribute to resilience.

Building Interfaith Harmony: Provides shared events between congregations of different faiths and symposia and panels from diverse religious leaders describing how these leaders build greater understanding between faiths. There are a variety of venues in which religious leaders speak, including in universities and in community centers. Humanistic Psychology incorporates such dialogues as a way of further understanding self and others and moving to greater heights of participation in the service of peace.

If anyone has any interest in any of these diverse areas of engagement please feel free to contact me. Thank you for all you do for the promotion of peace.

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



Committee for the Study and Promotion of Personal Peace

Gregory K. Sims

Greetings. The committee meets approximately two times per month with two, sometimes three members in attendance. The basic focus of the group remains as stated above: The study and promotion of personal peace. When we undertook this project I had no idea it would be so difficult to define and operationalize the parameters of personal and interpersonal peacefulness in a manner that would as well extend into addressing global issues and needs. Most particularly three of us and by history, more have made an effort to define the domains of peacefulness within our emphasis upon peacefulness of a personal nature. We have also sought to find means of promoting and researching this domain.

To that end we have been attempting to develop a model which would provide sufficient support for the development of this area of enquiry in the fields of psychological research and application. Each year we make some progress, always not as much as that for which we had hoped. There are seven major areas of development envisioned by the committee. There are others which may also be included along with some comments at the end of the report.

- An Overview of Personal Peace, including the development of a proposed matrix of personal and interpersonal peacefulness.
- The development of a theory of peaceful personality.
- Research into peaceful affect regulation and appropriate applications.
- Personal peace, mindfulness and the embodiment of mind.
- Peaceful wellbeing.
- Coordinating the matrix of personal peace with bio-psycho-social resources.
- Applying the theoretical concepts to self-help and study as with the on-line program authored by this writer and sponsored by The Dalai Lama Foundation.

Several articles have been published in the newsletter with more to come. Within the year we should have a presentable document for the submission of a formal, inclusive report regarding the nature and possible applications of personal peace.

Additional Comments: The molecular nature of peacefulness is not as easy to live as is our capacity to spot direct and structural violence occurring within the world, the APA, Division 48, and ourselves. The development of a secular methodology to promote personal peacefulness, a state which will be derived in part through educational curricula must address these molecular qualities. I spoke with a friend, more than one in fact who stated with certitude that promoting the establishment of a basic science of personal peace, or for any kind of peace is cause for the immediate dismissal of any other ideas being communicated. It seems to me that for each of the areas of activism being promoted, there could be recorded reflections on the part of division 48 advocates in a number of areas. I used seven for the treatment program I helped to develop with the input of a residential staff: 1) Utilization of intellectual potential, 2) Emotion, motivation and mobilization, 3) Physical awareness and identity, 4) Social ease and appropriateness, 5) Personal values, esteem and identity, 6) Life appreciation, aesthetics and inspiration, and 7) Healthy imagination and inner vision from the heart. After a while a group can usually spot where the elements of disrelation come from and what to do about them. It would seem a group of psychological scientists and practitioners could use the opportunity for reflective exploration to assist us in working with seemingly unsolvable problems.

Gregory Sims can be contacted at: gregory@saber.net

MEMBER NEWS

Phillip L. Hammack, assistant professor of psychology at UC Santa Cruz, has been named a 2011-2012 National Academy of Education/Spencer Postdoctoral Fellow. He is one of 20 fellows selected from a competitive pool of 170 applicants. The fellowship will help with salary replacement and research expenses for up to two years. Hammack joined UCSC in 2007 and is the author of *Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth* (Oxford University Press, 2011). He has held a number of non-academic positions in peace organizations, including roles in group facilitation and program administration in peace education programs. From 2010 until just recently, he was a visiting fellow at the Joan B. Kroc Institute for International Peace Studies at the University of Notre Dame. He received his Ph.D. from the University of Chicago. His research broadly investigates youth identity development in a political and cultural context.



The Society for General Psychology, APA

Call for Nominations for Awards for 2012

Deadline: February 15, 2012

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2012 awards competition, including the **William James Book Award** for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the **Ernest R. Hilgard Award** for a Lifetime Career Contribution to General Psychology, the **George A. Miller Award** for an Outstanding Recent Article on General Psychology, and the **Arthur W. Staats Lecture for Unifying Psychology**, which is an American Psychological Foundation Award managed by the Society for General Psychology.

In addition, there are two student awards: **The Anne Anastasi Student Poster Award** for the best poster presented in the Division One poster session, and **The Anne Anastasi General Psychology Graduate Student Award**, based on the student's past performance and proposed research.

All nominations and supporting materials for each award must be received on or before **February 15, 2012**.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards.

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

Winners of the William James Book Award, the Ernest R. Hilgard Award, and the George A. Miller Award will be announced at the annual convention of the American Psychological Association the year of submission. They will be expected to give an invited presentation at the subsequent APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society (The General Psychologist). They will receive a certificate and a cash prize of \$1000 to help defray travel expenses for that convention.

I. For the **William James Book Award**, nominations materials should include: a) three copies of the book (dated post-2006 and available in print; b) the vitae of the author(s); and c) a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Specific criteria can be found on the Society's website (<http://www.apa.org/divisions/div1/awards.html>). Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. Nomination letters and supporting materials should be sent to Wade Pickren, PhD, Dept of Psychology, Pace University, 41 Park Row, New York, NY 10038. (wpickren@pace.edu).

II. For the **Ernest R. Hilgard Award**, nominations packets should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent electronically to Nancy Russo, PhD (nancy.russo@asu.edu).

III. For the **George A. Miller Award**, nominations packets should include four copies of: a) the article being considered (which can be of any length but must be in print and have a post-2006 publication date); b) the curriculum vitae of the author(s); and c) a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. They should be sent electronically to Dean Keith Simonton, PhD, (dksimonton@ucdavis.edu).

IV. **The 2013 Arthur W. Staats Lecture** for Unifying Psychology is to be announced in 2012 and given at APA's 2013 Annual convention. Nominations materials should

include the nominee's curriculum vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. Nomination letters and supporting materials should be sent electronically to John D. Hogan, PhD (hoganjohn@aol.com).

V. Nomination for **The Anne Anastasi Student Poster Award** nominations should be submitted for the Division One Posters upon call for the APA Convention Programs.

VI. **The Anne Anastasi Graduate Student Research Award** Nomination must be submitted electronically to Harold Takooshian, PhD (takoosh@aol.com).

General Comments on all of the awards may be made to Josephine Tan, PhD., Awards Coordinator, (jt看@lakeheadu.ca).

New DVD Honoring Our Pioneers in Peace Psychology

We are pleased to announce that we now have available a DVD of the session: *Honoring Our Pioneers in Peace Psychology*, presented as part of programming on 8/16/08 at APA in Boston. The session has wonderful footage of Dorothy Ciarlo, M. Brewster Smith, and Herbert Kelman presenting their ideas about peace psychology, looking back and moving forward. In addition, there is footage from interviews with Doris Miller and Morton Deutsch that were carried out separately by Judy Kuriansky and Julie Levitt and presented at the session. It is a jewel, excepting the uneven camera work because the video camera presented technical problems. The session is rich with history and ideas about peace psychology that are important as we move forward as a Society and as a discipline.

The DVD of the session is well worth having. We are offering to send you a copy for a donation of \$10. This covers the expense of editing, reproducing, and sending the DVD.

If you are interested, please contact Julie Levitt, President of Division 48 via email at: julie.levitt@verizon.net.

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

as of November, 2011

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Independent Practice (PA)
(610) 664-3990; julie.levitt@verizon.net

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(212) 678-3112; coleman@tc.edu

Ethel Tobach
American Museum of Natural History (NY)
tobach@amnh.org

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Webster University (MO) (314) 968-6970;
woolfm@webster.edu

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phesse@wheelock.edu

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Columbia University Teachers College (NY); (212) 307-6771;
DrJudyK@aol.com

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(773) 684-6510 ext. 17; johnpaulosa@aol.com

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Please WELCOME the following 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.

Omidiji Bolanle, Nigeria	Marco Morelli, CA
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New Membership Category

Rachel M. MacNair
Membership Chair

We now have a new membership category for anyone who lives in a household that already has another member—Household Affiliate. This option will only cost \$5 because the new member is already living in a household that gets the newsletters and journals. Consequently, we save on the expense of sending these items; after all, peace psychologists are good at sharing. I've seen that there are many people who don't join the division because they already receive the benefit of the publications, and while the networking is also a valuable benefit, we obviously don't do anything to restrict our networking to just our membership. Yet another advantage of membership is to be counted in the community of scholars and practitioners who are advancing this field. The Household Affiliate is the way to do that for a nominal fee. The more people identify themselves as active in our field, the better it will grow.

Our membership numbers actually show a small decline in APA members joining, but it's more than made up for by the new Professional Affiliates (members who don't belong to APA) and Student Affiliates. With that, we had a 7% increase in membership in 2011 as compared to 2010.

The next Membership Chair, taking over on January 1, 2012, is Linda Heath. She teaches at Loyola University in Chicago. The membership chair position is good training for the president's job, and I'll be moving into the President-Elect position at the same time. I warmly welcome Linda and have confidence she'll do a fine job.

Rachel M. MacNair can be contacted at rachel_macnair@yahoo.com

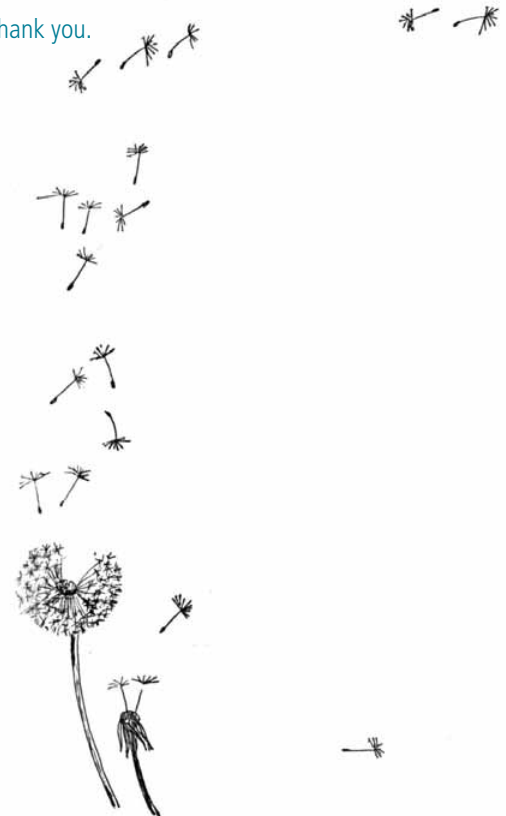
DONATIONS TO THE SOCIETY

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-building activities. Donations checks can be made out to: APA – Division 48 and should be sent to:

John Gruszkos, Division 48 Treasurer
7301 Forest Ave., Suite 201
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Please identify any such amounts as donations. Donations of this sort are tax-exempt.

Thank you.



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Webster University
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Or you can go to the APA website: <http://www.apa.org/about/division.html>

Scroll down to Division 48, and click on it. Our web site address is at the bottom of that page.

CHANGED YOUR EMAIL ADDRESS?

Send your updated email address to Caitlin Mahoney at caitlin.mahoney@metrostate.edu so that we can insure that you are receiving Society Announcement Messages! Announcements are sent out infrequently but include Voting and Convention information.