PEACE Psychology

Human Rights & Peace Psychology

Education, Application, and Activism

From the Editor

Contents

Michael R. Hulsizer,
Editor

This issue of *Peace Psychology* presents articles that highlight activities in our division related to education, application and activism. Contributors highlight the impact of our Division and the principles of peace psychology in such varied venues as the United Nations, local politics, and the soccer fields of Jordan. Education takes center stage with two invited articles on the importance of incorporating human rights into the university curriculum—particularly psychology. Additional educational resources are also presented and are available on the Division website.

There are several important calls for action including requests for submissions to the 2013 APA convention and most importantly a plea for votes to support voting seats on Council for the four National Ethnic Minority Psychological Associations.

Lastly, as is custom, there are several articles highlighting material presented at the 2012 APA Convention that you may have missed, including a moving article highlighting the passing of Ed Cairns. I would like to thank everyone who contributed to the newsletter. I encourage you to get in touch with the authors if you want additional information. 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 15, 2013.

In Peace,

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MY PRESIDENTIAL YEAR: *2013*

As I said when running for office, my major initiative for my presidential year is quite concrete: to arrange and make available a series of online long-distance courses in peace psychology, including an introduction and overview, with focused topics that draw from our members' expertise. This approach would allow university students who have no peace psychology programs or only limited access to our field to develop a fuller and deeper understanding of what we do. Because our field intersects with many specialty areas in psychology and other disciplines, it should be of substantial benefit. Such programming offers us the opportunity to disseminate widely our ideas and research and become more integrated into other specialties in psychology and elsewhere.

I have started work on finding colleges or universities willing to work with us and offer credit to widely dispersed students, credit which the students would arrange to be transferred to their home institutions. I expect that those of us who teach such courses would be compensated as adjunct faculty by any institution with which we work in this way. For an online catalog of peace psychology courses, we can also include appropriate on-line courses already offered by various institutions; students would make independent arrangements, and we would be serving as an information source. The catalog would therefore contain a mixture of courses we arrange to offer and information on links to courses already offered in the online format.

Any qualified faculty people who have an area of expertise that would make a suitable online course and would be interested, or anyone who wants to bring to my attention suitable courses that already exist, please contact me.

The theme for the 2013 APA convention in Honolulu is "Outreach with Peace Psychology—Different Methods, Different Constituencies." Online courses would be one method and a prime constituency, of course, but we need to be devoting thought to widening this. What about children? Parents? Sharing our insights on effectiveness with peace activists, environmentalists, vegetarians? What about sharing the insights with ourselves?

One particular area of concern for me for both APA and Division 48 is that we be mindful of applying our own expertise to our own actions. In the case of APA, for example, the PENS report of 2005 was an abuse of process that reverberates down to the present; it looks like it may finally be formally rescinded in February or August of 2013, but more follow-up action is called for. In the case of Division 48, we have excellent training on conflict resolution, nonviolent communication, and group process, yet we don't always make the best use of these. We need to think not only about the passions involved in the issues at hand,

Rachel M. MacNair, President-Elect

but the extent to which we can be a model to others in how we go about dealing with them. There may be times when we can make our own best case study.

Meanwhile, there are also non-traditional areas where we may be able to have more impact, especially given our penchant for avoiding us/them thinking. For example, while those of us in the U.S. have partisan political battles ringing in our ears, we do find Republican participants like Ron Paul and Rand Paul using their libertarian philosophy to make some marvelously strong anti-war statements. I think we would do well to think not only of the long-time constituencies we have long worked with, but to be innovative in reaching other parts of society as well. After all, achieving peaceful societies relies on reaching out to different groups in terms that make sense to them.

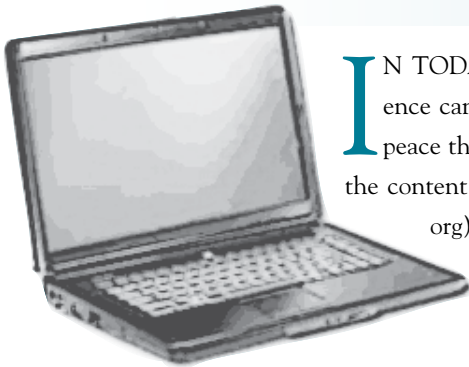*Rachel M. MacNair can be contacted at: rachel_macnair@yahoo.com.*

PEACE

cannot be kept by force. It can only be achieved by understanding.

EINSTEIN

Greetings!

Carolina Muñoz Proto, Internet Editor

IN TODAY'S WORLD, having a strong digital media presence can help our Division 48 fulfill its mission to promote peace through psychological inquiry and practice. Nurturing the content and functionality of our website (www.peacepsych.org) and cultivating a lively social media presence, are two important ways to foster dialogue among members, create new audiences for our work, and diversify our membership.

As incoming Internet Editor for our division, I look forward to building on the wonderful contributions that past Editor Caitlin Mahoney and other Executive Committee members have made toward the Society's digital footprint. I am also honored to have the opportunity of working directly with members as you take part in creating content and suggesting changes.

For our new members, I would like to highlight a few sections of our website that may be of interest. Under 'About Us' you can find information about our officers, workgroups and committees, as well as read about the history and beginnings of Peace Psychology. You can also read back copies of our newsletter and stay up to date by visiting the 'News' section. Practitioners and educators will find the 'Resources' section particularly interesting.

We have recently added information about how to access *Peace and Conflict: Journal of Peace Psychology* online, and on your mobile or tablet device. We have also activated the secured area, where members-only information and materials can be posted. Other exciting changes are on the way, including a discussion forum for members, RSS feeds, more images, and other improvements to the existing pages.

To those of you who are Facebook users, I invite you to subscribe to our page and make it a space where you create dialogue and share resources. In an effort to widen our audience and membership, we encourage you to use social media to invite your contacts and colleagues to subscribe to the Facebook page (www.facebook.com/pages/Society-for-the-Study-of-Peace-Conflict-and-Violence) and visit the website. Many thanks to all who have posted links, updates, resources and articles thus far. Keep it up!

I welcome your comments, ideas, and suggestions regarding the functionality and content of our website and social media. My hope is to make our online presence as relevant to your work as possible.

Carolina Muñoz Proto can be contacted at: cmunoz_proto@gc.cuny.edu.

THE SOCIETY FOR THE STUDY OF PEACE, CONFLICT & VIOLENCE

www.peacepsych.org

Division 48 Handbook
Available Online for Use and Comments

John Paul Szura

The *Division 48 Handbook*, originally distributed in 2002, has been in a process of revision for several years. Many in our Division aided this process with their guidance, observations and suggestions. The process reached a culminating point last August 2012 when the *Handbook* was posted on the "Secured Area" (For Members Only) of the Division 48 web site where the entire Division 48 membership can access it for their use and comments.

The entire Division membership can now make use of the *Handbook* for a general overview of Division 48, for descriptions of the work of our division leadership, and for information and perspectives on various aspects of our Division such as our *Journal*, awards, bylaws, liaisons, plans and history. Members can get some insight into how they might be helpful to our Division work and infrastructure. Potential candidates for office can get a feel for the responsibilities they would be agreeing to undertake.

However useful, comprehensive and accurate the *Handbook* may be now, this revision is not set in stone or definitively complete. Far from being a finished product, we hope the *Handbook* can be regarded as a living document, adjusting to changing times and new challenges. It is quite possible that major revisions could still be made. Whole sections or chapters could be added or removed. So all should feel free to read the *Handbook* with a critical eye and make observations and suggestions—especially in areas of your competence or interest. Many thanks for any comments you wish to make, and many thanks to those whose comments and help were invaluable for the Handbook revision process as it now stands.

Please send your observations, suggestions or comments to johnpaulosa@aol.com.

Call for Proposals:
2013 APA Convention

Outreach with Peace Psychology—

Different Methods,
Different Constituencies

Rebekah Phillips DeZalia, 2013 APA Convention Program Chair

Peace psychology is a field that aims to be useful and impactful to both the individual and community level.

Our convention theme for 2013 is "Outreach with Peace Psychology—Different Methods, Different Constituencies."

We are looking for programs to sponsor at the APA convention in Hawaii that highlight outreach with peace psychology. Of particular interest are proposals involving empirical research or practical applications of research. These proposals can be posters, symposia, or individual papers that will be incorporated into larger programs.

Some related questions that we are interested in asking are:

▶ How can people use conflict transformation skills in their own lives?

▶ How is public policy formed and moved in a more positive direction? How do larger-scale policies and smaller community programs actually impact individual lives?

▶ What is the role of technology—from blogs to online courses to web conferences to social media—in providing knowledge to interested parties? What works well? What are potential pitfalls?

▶ What constituencies play a role? How do various fields share similar peace-oriented goals, yet work towards them in different ways? How can we add creativity in our outreach to unconventional areas?

▶ How do we break down us-them ideologies to find common interests among groups that are traditionally seen as separate?

Because of our focus on different methods and constituencies, we are particularly interested in programming that bridges traditional divisional boundaries. By working together we can fulfill Phil Zimbardo's call to "give psychology away to the public."

The APA deadline for proposals was November 20, 2012. However, invited symposium can be added after this date.

Please contact Division 48 program chair Rebekah Phillips DeZalia for more information. DeZalia can be contacted at rphillipsdezalia@gmail.com.

Call for Nominations:
Early Career Award

Society for the Study of Peace, Conflict & Violence (Division 48), American Psychological Association

Purpose and Eligibility

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

Award

The recipient will receive $1,000 and recognition at the annual convention of the American Psychological Association. Recipients are also expected to give an address at the convention.

Criteria for Selection

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

How to Apply

Self-nominations are welcome. In addition, senior scholars are encouraged to identify nominees who meet the criteria for the award. The nominee should arrange to have the following submitted electronically:
1. A cover letter outlining relevant accomplishments to date;
2. Selected copies of most significant and relevant publications or other evidence of scholarship;
3. A current curriculum vitae;
4. Two letters of support.

Members of the Early Career Award Review Committee are Dan Christie, Kathleen Kostelny, Scott Moeschberger and Becky Phillips DeZalia. All files should be sent Becky Phillips DeZalia, Convention Program Chair, at rphillipsdezalia@gmail.com.

Applications must be received by Dec. 1, 2012.

Vote to Amend APA Bylaws
to Provide Voting Seats on Council for the
Four National Ethnic Minority Psychological Associations

This fall (Nov. 1– Dec. 17) you will have the opportunity to cast your ballot on the seating of the four Ethnic Minority Psychological Associations on the APA Council of Representatives. Division 48's Executive Committee (EC) endorsed this Bylaws change at its August 2012 Executive Council (EC) meeting and encourages you to vote in favor of the amendment.

As the passage of this Bylaws change is so fundamental to APA's priorities and Division 48's long range goals and values, the EC also endorsed a strategy to educate our membership by posting on 48's website and listservs, and by implementing a campaign with phone trees and personal e-mails. We are also asking advocates to assist in getting members to vote. The 2008 proposed amendment failed by only 129 votes, so the chances of passage are within reach.

Following is a statement of highlights and Q & A regarding the proposed amendment, developed by Psychologists for the Seating of the four Ethnic Minority Psychological Associations, a committee comprised of Miguel Gallardo, Helen Neville, Derald Wing Sue, John Robinson, UshaTummala-Nara, Iva GreyWolf, David Acevedo-Polakovich, Deborah Ragin, and Jean Lau Chin.

Proposed Amendments to Provide a Voting Seat on Council for Each of the Four National Ethnic Minority Psychological Associations

In the spirit of honoring APA's position to increase diversity in membership and governance, please pay special attention to the provisions of the proposed Bylaws amendment. When called upon to cast your vote, please support the amendment.

The Bylaws amendment ballot will come on November 1st. Ballots must be returned by December 17th.

Highlights:

APA Council of Representatives was strongly in favor in its support of this amendment.

- The ethnic minority psychological associations' (EMPAs') missions include the advancement of the science, practice, and education in psychology.

- Increasing diversity in membership and governance is an APA priority.

- The seats from the four EMPAs are added to the current 162 seats on Council and will not affect the current structure of the apportionment balloting systems. Council's role is to support APA's mission to "advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives." Diversity figures prominently in achieving this mission.

- Each Council representative from an EMPA is a dues-paying member or Fellow of APA and in good standing.

- The campaign to educate the APA members about the national EMPAs and getting members to vote on this issue is currently underway; the proposed amendment was only defeated by 129 votes in 2008.

Important Questions and Answers

Q1: Who are the national ethnic minority psychological associations and why did the Council of Representatives decide to provide seats to them?

A: The groups consist of the Asian American Psychological Association, Association of Black Psychologists, National Latina/o Psychological Association, and Society of Indian Psychologists. Each of these national organizations was established 20 to 40 years

Kathleen H. Dockett,
Division 48 COR Representative

ago, along with APA and the Society for the Psychological Study of Ethnic Minority Issues (APA Division 45), form the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI). The Presidents (or their designated representatives) of those associations have met twice a year for over 15 years. A basic assumption in the historical design of representation on the APA Council of Representatives is that the APA is strongest when a diverse and wide range of perspectives is included, and this strategy is one step toward inclusion. The APA Council of Representatives determined that the provision of seats to the national ethnic minority psychological associations would serve to advance the relationships between APA and the ethnic minority psychological associations, which was formally initiated at the Opening Ceremony of former APA President Richard M. Suinn's 1999 convention. More importantly, increasing ethnic minority diversity in APA membership and governance has been identified by Council and other governance groups as an APA priority. This amendment would directly address this priority and continue to ensure that APA's representation nationwide reflects the changing demographics in the U.S.

Q2: Would the APA Council's Representatives from these groups be required to be APA members?

A: Yes, just as Division, State, Provincial and Territorial representatives are required to be APA members, these members would be required to be dues-paying members as well.

Q3: Do these associations reflect the mission of the APA or are they simply political entities?

A: The missions of the four associations include the advancement of science, practice, and education in psychology. Members of the four ethnic minority associations are scientists, educators, and practitioners, many of whom have much to offer APA in regard to all areas of psychology, including the growing field of ethnic minority psychology. More importantly, increasing ethnic minority diversity in APA membership and governance has been identified by Council and other governance groups as an APA priority. This amendment would directly address this priority. Three of the associations have scientific journals, and all have engaged in public policy advocacy related to critical psychological issues in ethnic minority communities.

In addition, the increase of ethnic minority diversity in APA governance has been identified by the APA Council of Representatives and other governance groups as an APA priority. Moreover, the vision statement of the APA underscores the association's desire to serve as the primary resource for all psychologists and as an effective champion of the application of psychology to promote human rights, health, well-being and dignity.

Q4: Why should we vote for the Bylaws amendment for a third time? What will our members think if they have to vote for the same (or similar) amendment yet again?

A: The amendment, which requires a 2/3 plurality, was only defeated by 177 and 129 votes in 2007 and 2008, respectively. Only

about 12% of the eligible APA members cast their ballots for the 2008 election. With Council's support and participation, we are launching a national "get out the vote" grassroots campaign to inform and educate APA members about this initiative, the mission and contributions of the four national ethnic minority psychological associations, and the importance of casting their vote in support of the Bylaws change. Further, past history indicates that APA members are not necessarily offended by being asked to vote for something three times. This has been a most successful strategy of many elected Presidents of APA—progressively sensitizing members to their vision and increasing the visibility of their concerns through multiple presidential candidacies.

Q5: Will other ethnic group societies be encouraged to join Council in the future? Where would this inclusivity stop?

A: The Society for Indian Psychologists, National Latina/o Psychological Association, Asian American Psychological Association, and Association of Black Psychologists are the only extant national associations of ethnic minority psychologists in the United States and the only ethnic minority groups recognized by the U.S. government. Ethnic minority psychologists remain a very small percentage of U.S. psychologists. These four groups, in existence for 20-40 years, have been meeting twice a year for over 15 years via the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests, which includes APA Division 45. It is a unique coalition of Ethnic Minority Psychological Associations.

Q6: Should APA seek to extend an invitation to other groups/associations to accept a seat on the Council of Representatives?

A: If other ethnic minority psychological associations seek a seat on the APA Coun-

cil of Representatives, the APA may, at its discretion, subject those associations to the rigorous governance review, comment, and deliberations that the national ethnic minority psychological associations and aspiring new divisions have undertaken.

Q7: I have heard that some of the national ethnic minority psychological associations include members who are not psychologists? Why should such members be able to vote for their Association's APA COR representative?

A: Current APA Bylaws permit persons who hold the APA membership status of "Associate Member" for five or more consecutive years to acquire APA voting rights. APA Associate members are persons with a Masters' degree (or its equivalency) in psychology. Many divisions currently have persons with such status who are not ethnic minorities.

Q8: Why do we give the four ethnic minority psychological associations voting seats on the APA Council of Representatives when I have to "fight" for one for my Division/State through the apportionment ballot?

A: All of the 54 Divisions, 50 U.S. states, six Canadian provinces, and four U.S. territories are allocated one or more seats on Council every year (total of 162 seats based on the 10 apportionment votes that all APA full members are allowed to distribute). The four ethnic minority groups would add four seats (for a total of 166) and would not be part of the apportionment system. The current allocation of seats would not be affected. Should this proposed amendment pass, it would not impact SPTAs and Divisions by increasing the number of people fighting for a limited numbers of seats.

Kathleen H. Dockett can be contacted at: kdockett@aol.com.

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"We must learn to live together as brothers,
or we are going to perish together as fools."

MARTIN LUTHER KING, JR.

A City Council in the Nuclear Weapons Business: A Case Study

Rachel M. MacNair, President-Elect

DESPITE THE SALT TREATY lowering the overall number of nuclear weapons, the United States government is building a "modernization" program that involves replacing some of the dismantled weapons with newly refurbished ones. Accordingly, the U.S. federal government made plans to close a decades-old plant in Kansas City, Missouri and build a new one elsewhere. Because this transfer meant the loss of over 2,000 jobs for Kansas City, its city council went to great efforts to convince the federal government to instead build the new facility in a different part of Kansas City. This succeeded, and the new facility is being built and is scheduled to start the transfer in 2014. The complicated deal negotiated by the city government included ownership of the campus by a city-connected agency, the Planned Industrial Expansion Authority, for the first 20 years. This agency also issued bonds to arrange for financing. Such financial involvement by a city has no precedent anywhere in the world.

This provided a unique opportunity to involve city voters through the use of an initiative petition process to place issues on the ballot. Once enough signatures are verified, the legal procedure is for the city council to pass an ordinance to put the measure on the ballot.

Accordingly, signatures were first gathered for a proposed measure to save the jobs but change the product, on the assertion that this ownership arrangement gave city voters a say over what the product would be. Because of contractual arrangements and federal pre-emption that normally applies to nuclear weapons issues, the City Council passed an ordinance to keep this measure off the ballot. This entailed lengthy debate. Several hours of interaction between council members, other plant proponents, and anti-nuclear activists have been recorded and placed on the web.

Litigation ensued, but the fact that the federal government held a future lease was sufficient to give it an ownership interest and put the matter into federal court, which would not allow for getting the measure on the ballot in reasonable time. Therefore, there was a second round of petitions, with signatures gathered for two different petitions at the same time. One provided for the city to make plans for conversion to another product for both facilities—the old one and the new one—for the contingency that the federal government would abandon the facility. This avoided the issues of contracts and federal pre-emption, and took advantage of the concern for retaining jobs which drove the original deal. The council did pass this measure, and passed it unanimously.

The second petition was based on the premise that if the unusual financing did not give city voters a say over what was made at the plant, they still had a say over the financing. The petition called for no future contracts, divestment from the bonds as soon as feasible, and no ownership by any city-connected agency. This was challenged on bureaucratic grounds—the Planned Industrial Agency was legally an independent agency, which despite getting Council approval of this plan and many others, was beyond the reach of the voters. Thus they argued, and case law supported them, that the divestment of bonds and the non-ownership sections were not legal and therefore could not go on the ballot.

However, there was an agreement that the provision for no future contracts was legal, and a council committee spent time refining it for acceptable wording. Since the wording was changed so much that it was deemed not true to the petition citizens had signed, a third round of gathering signatures was required in order for it to be placed on the ballot. This was accomplished by June, 2012.

Some councilmembers made attempts to keep it from being placed on the ballot anyway, but on August 30, with an added caveat that they disapproved of it but were legally required to place it on the ballot, the council voted 10-3 to put it on. They had arranged a one-week delay in the decision-making, which meant missing by two days the deadline for the November 6, 2012 election, so in absence of further obstacles, it is to be voted on April 2, 2013.

The use of psychological principles to understand the behavior during this case study proved to be quite necessary and useful. The concepts of groupthink, moral disengagement mechanisms, and social referencing were quite useful. The very premise of the entire citizens' campaign was psychological in nature, since a perspective of power politics would have suggested to them that their techniques were hopeless. Finally, since the participants in the campaign had access to a person knowledgeable in peace psychology principles, observations on how it helps to have such knowledge were possible.

Avoiding Groupthink

Irving Janis introduced the concept of groupthink in a 1972 book called *Victims of Groupthink*. The Bay of Pigs fiasco was a major illustration. One symptom is an illusion of invulnerability; shared by most or all group members, this fosters excessive optimism, and encourages taking extreme risks. Another is an "enemy image" of rivals, who are stereotyped as too evil for genuine negotiations and/or too weak or stupid.

In this case, the illusion of invulnerability was clear in the councilmembers beliefs that nuclear weapons jobs are as stable as they have been during the Cold War. It was clear during the hearings that the pressures of the federal budget and the lack of military rationale under current circumstances did not impinge on the understanding that the situation remained the same as it has been for the past few decades.

The belief in the Council's inherent morality was most clear in its understanding that it was maintaining jobs and an assertion that it was causing an economic renaissance in the southern part of the city, as well as funding for a suburban school district that would otherwise not receive it. However, since the opposition members in this case also believed in the inherent morality of their own group, councilmembers could rightly object that these points were their side of the argument, rather than symptoms of groupthink.

Though the term "enemy image" is a bit strong for councilmembers' initial view of nuclear opponents, those who objected were initially understood as easily intimidated or discouraged. One council member (Scott Taylor), when voting down the original petition for being on the ballot, stated that he expected his vote to end the matter. After the second set of petitions was submitted, he asked if there was likely to be a "third round," and it was his wording that was then used when it turned out that there was. Interestingly, he denied at that point that he had ever made the remark about his vote ending the matter, though this can be documented since the council's legislative sessions are on the web; he simply did not remember it at that point, because he understood that it was not accurate.

Janis (1972) put forward a set of points on how to avoid groupthink, but there is one very elegant method of ending the process: the point at which the expected outcome did not occur. Once the Bay of Pigs fiasco occurred, the incident he was using to illustrate the phenomenon, the groupthink process was clearly stopped. In the current case, remarks of anticipation that objectors would stop dropped over time when it became clear that they did not and would not.

Additionally, the assurance that nuclear weapons jobs were permanent also became doubted over time with the process of extensive hearings. Yet the petition for contingency-conversion plans offered a mechanism for dealing with this which council members found easy to accommodate. Therefore, this petition had a strategically sound effect for opponents.

One of the techniques that Janis (1972) proposed for avoiding groupthink was to deliberately have a "devil's advocate"—that is, someone whose job it is to argue against the group's decision so as to see to it that they are not making that decision mindlessly. This came about naturally in this case. The council had only one member who had voted against the initial plans and who agreed with the proposed ballot measures, Ed Ford. While he had been afraid his opposition might cost him his re-election, he was in fact re-elected handily and did not receive much anger from citizens in his district. He was brave to serve in this role, and he continued to serve in it throughout the process. Because the councilmembers believed in collegiality, with a new mayor

dedicated to that proposition after a previous mayor did not, Ed Ford was able to do an excellent job of seeing to it that councilmembers had to listen to the points the opposition made.

Moral Disengagement Mechanisms

Bandura, Barbanelli, Caprara, and Pastorelli (1996) have proposed various psychological mechanisms that allow people to engage in violent behavior, and they can be illustrated in this case. These include euphemisms, discounting the effects of violent actions, and transfer of blame.

This is another case in which the plant's proponents would argue that they have indeed thought things through carefully and would regard it as an insult that they might be engaged in such disengagement mechanisms. However, at one point, the primary proponent of the new plant, John Sharp, did say with quite a bit of vehemence, "I hate nuclear weapons!" This was not a case of cognitive dissonance, in that he explained his understanding that the United States needed to continue to have nuclear weapons as long as other countries such as North Korea did, and that the U.S. is actually able to make more cuts in the numbers of weapons because it has confidence in the safety and reliability of the remaining ones. Councilmembers did not consider the idea that the "reliability" of the weapons could never have any meaning unless they were actually used. Ideas of "security" and "protection" hide the brutal reality of what nuclear weapons do if they are ever used. Indeed, the very producers of these weapons are quite adamant in their hope that the weapons would never actually be used, so their activities that make it possible must of necessity discount the possible effects of their own behavior.

The discounting of effects is also clear in the continued insistence by councilmembers that the new plant would be making only components for nuclear weapons, not the entire weapons, and these components are only non-nuclear ones. While this does mean minimal radiation and danger compared to plants that are making nuclear components, the weapons could not be made without the non-nuclear components such as fuses and casings. The continued corrections are intended to make the product sound as if it were not as bad as "making nuclear weapons" sounds.

The transfer of blame was clear as it was asserted over and over that it was the federal government that made decisions in this regard and had pre-eminence. The city government served as a facilitator to the federal behavior by arranging for financing that could take the debt off the federal books, and otherwise offering the federal government a sweet deal. The argument for this is that had this not been done, the new plant would have instead been built in Albuquerque, and Kansas City would have lost the jobs. Hence, it is not that Kansas City is facilitating something that otherwise would not have happened, but merely taking advantage of something that the federal government accepts as its moral responsibility. Yet being a participant is still being a participant. While it is certainly true that the new nuclear weapons components would not be produced were the federal government to decide to stop doing so, the federal government would be less likely to do so if cities were not eager to participate in the process.

Social Referencing

The use of social referencing—people paying attention to social roles and expectations by observing what others are doing and modifying their own behavior accordingly—has been cited as one of the explanations for why nonviolent action works (Mayton, 2001). Several examples made this a clear factor in these interactions.

For a small but very clear example, people signing the petitions would commonly use a similar style to those who had signed above. If the people above had spelled out the name of the month when giving the date, so would the people below. If they used a number for the month instead, so would the people below; the use of dashes or slashes in the date would similarly go in sets. This would become a problem if someone made an error, such as leaving off their street number, and petition circulators were advised to watch out for this so that they could explicitly tell the next person to put in their street number or otherwise not make the same error.

Following Mayton's insight, however, social referencing became very important in interactions with councilmembers. During the hearings, many of the citizens who testified were quite frustrated and let this be known;

they used harsh language in their critique of councilmembers' actions. One council member referred to these as the "storming the Bastille" people. Other citizens attempted to be persuasive and were soft-spoken. Councilmembers are accustomed to both attitudes on a variety of issues.

This adversarial approach was in one way unhelpful, but in another way very necessary; people who are entirely reasonable are also unable to convey a sense of urgency. However, those plant opponents who more frequently had interaction with council members individually face-to-face were always using the persuasive and friendly approach. In some cases, this required some very assertive friendliness. Yet many politicians are also accustomed to the idea of being friendly with people who are on opposite sides of an issue, and so responded in kind when assertive friendliness was offered. When a hand is offered for a handshake, social referencing would indicate that a handshake occurs.

Power as a Psychological Phenomenon

The City Charter has a provision concerning measures which have been passed by the voters following a petition initiative: they can be overturned by the City Council with a three-quarters vote during the first year after the election—that is, nine votes—and they can be overturned with a simple majority of seven votes after that. Councilmembers are loathe to overturn a vote of the citizenry, of course, but they have been known to do so in the past. Additionally, those building the new plant have ample money to outspend their opponents, so the election may well result in what in power-politics is regarded as a loss. Accordingly, the petition drive and election campaign will not by themselves function as a method of actually causing legislative changes to occur.

Several reporters have puzzled over why opponents continue to press forward when the deck is stacked against them so thoroughly. Opponents told reporters that they, the opponents, were not playing by the rules of power politics, a win-lose conflict in which loss was assured. The opponents were instead utilizing the rules of a social movement. They had defined their goals in such a way as to set the conflict up as a win-win situation for them. The goals were: 1) to raise public awareness about the new plant; 2) to do public education; and 3) to make it absolutely clear that the new plant was controversial. These goals were likely to be attained even if the yes-vote lost the election. History is full of examples of social movements that seemed weak and yet with public attention and controversy did finally succeed in their goals.

Participants in the Campaign

The direct application of psychological constructs occurred naturally as an intervention, due to the knowledge of the presenter while serving as a participant observer with the anti-nuclear activists. This provides a case of how a non-scholarly audience can understand and apply psychological concepts in a real-world setting. The above concepts were explained to participants based on their own observations of the council. This made them more comprehensible to them, informed the discussions on strategy, and provides an example of how applying psychology is practical in everyday concerns for activist citizens.

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the very war zones under discussion were not represented."

A clear message emerged from this symposium that was confirmed by those in the audience who knew Ed. That is, although Ed was rightfully a scholar of international renown and influence, his bright smile, genuine interest in everyone he met, and his lovely humor quickly brought people into a warm engagement with him, regardless of national, cultural, or religious differences that might be present. There is no one of whom we are aware, who worked with Ed that did not also think of him as a friend.

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APA 2012 CONVENTION HIGHLIGHTS:

Introduction

Rebekah Phillips DeZalia
2012 APA Convention Program Chair

The theme for Division 48's programming at the 2012 convention in Orlando was "Healing the Wounds of Conflict and Violence" and many of our members came together in Florida to present informative and insightful research related to this theme. The convention offered the division a time for connection and well as reflection as we assessed where the division is and where we hope to take it in the future.

One of the highlights for the convention for me, as program chair, was the high representation of our student and early career (SEC) members in our symposia. Most years, the majority of our student members choose to submit poster proposals. However, this year, many decided to offer papers, which led to SEC members making up over half of our symposia presenters. Two of these individuals are Katie Lacasse and Rachel Wahl, who received our division's student travel grants as well. Katie presented on the use of positive emotions in socially responsible behavior (see her article on page 13) and Rachel presented her research on police violence and human rights in India (see a summary of her talk on page 32). The student travel grant is a great way to encourage our newer members to be involved in our convention and those in attendance enjoyed hearing about the research coming from this group.

In addition to getting a new dimension from our SEC attendees, we also took time to reflect on a pillar in our division. Mícheál Roe chaired a symposium that honored Ed Cairns, a former president of our division who left us too soon. It was a blend of personal antidotes about Ed and descriptions of his contribution to peace psychology that impacted everyone in the room (see page 12 for more information on this symposium).

For those times when our division did not have official programming in the convention hall, we had in-depth dialogues taking place in our hospitality suite. It was again a place for discussion and making connections on a level that is usually difficult at a convention the size of this one. Under the guidance of our main suite volunteer, Christy Omidiji, we had presentations on everything from the torture debate from a student perspective to discussions on ethnicity and peace and movie nights with the PBS series on *Women, War and Peace*.

As I previously mentioned, in addition to this convention being a time for members to connect, it was a time for the convention committee to reflect on our programming and the best steps to take next year. Attendance at this convention was down overall and for our division especially. We had less proposals submitted and less of our members attend our programming. Although the draw of the ocean will be strong during the 2013 convention in Hawaii, the convention committee—made up of myself, Katie Lacasse, and Rachel MacNair—will be looking for ways to offer informative and interesting programming that will entice those of you who are in attendance to join us for our presentations and hopefully be a presenter yourself. The theme for 2013 will be "Outreach with Peace Psychology—Different Methods, Different Constituencies."

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Deborah Fish Ragin, Past-President 2008, presenting the Presidential Service Award to Julie Levitt (2011).

Kathleen Dockett was presented with the 2012 Outstanding Service Award.

Rachel MacNair, President-Elect 2013, and Brad Olson, Present-Elect 2014.

APA 2012 CONVENTION HIGHLIGHTS:

Symposium Commemorating Ed Cairns

Mícheál D. Roe

Professor Ed Cairns was an internationally respected peace psychologist from the University of Ulster in Northern Ireland, who died Feb. 16, 2012 following a tragic road accident. Ed was a fellow of both the British Psychological Society and the American Psychological Association, and he was the first international president of Division 48.

> **"** *The impact of political violence on his own community motivated Ed's career, which spanned nearly forty years. His work on sectarian attitudes and behavior, both during the height of the Troubles and presently in the post-accord period in Northern Ireland, presented a blue print for understanding the impact in modern times of intense ethnic conflict and reconstruction of communities around the globe.* **"**
> *("Ed Cairns," 2012, p. ii)*

With the generous offer of a program hour by Division 48 President Gil Reyes, and the infinite grace and patience of Division 48 Program Chair Becky DeZalia, we were able to put together a substantive symposium commemorating Ed long after the APA submission deadline had passed. It was titled "The Life and Work of Peace Psychologist Ed Cairns," and chaired by Mícheál Roe (Seattle Pacific University and University of Ulster). The symposium actually had its conception as a testimonial written in a "whirlwind" across many continents and time zones by Ed's colleagues and friends, and read at his memorial service on the 19th of February 2012 at Ballyrashane Presbyterian Church in Coleraine, Northern Ireland.

The symposium consisted of four papers (see references on page 10). The first reviewed Ed's personal and professional biography, beginning with his childhood and youth in Belfast. It finished with his recent retirement from teaching, but still in full-stride as a mentor, researcher, and writer. This paper was authored by Mícheál Roe and Melanie Giles (Senior Lecturer in Psychology, University of Ulster).

Ed had substantial influence on Northern

Maurice Stringer discussing Ed Cairn's contributions to peace-making in Northern Ireland

Irish psychology—not only through his important research, but also in his mentoring of generations of psychologists. In fact, the second paper was authored by three of Ed's University of Ulster Psychology colleagues, all of whom had been his students at some point in their educational careers. This paper focused on Ed's contributions to the academy, scholarship, and peace-making in Northern Ireland and was written by Francis McLernon, Maurice Stringer, and Ronnie Wilson. Maurice traveled from Northern Ireland to Orlando to present the paper (above). His presence and representation of the University of Ulster was very welcome to all in attendance. (Maurice and the symposium chair, by the way, "raised" a number of Irish whiskies in Ed's honor later that evening.)

The third paper focused on Ed's international contributions—highlighting his many collaborations, his mentoring, and his personal relationships with scholars far and wide. The writing of the third paper was overseen by Brandon Hamber, Director of the International Conflict Research Institute (INCORE), an associate site of the United Nations University based at the University of Ulster, Magee Campus. The contributors were from around the globe, and many have been long-term, long-distance friends of Division 48. They included Martyn Barrett (University of Surrey, England), Danny Bar-Tal (Tel Aviv University, Israel), Di Bretherton (University of Melbourne, Australia),

Elizabeth Gallagher (INCORE, Northern Ireland), Isle Hakvoort (Gothenburg University, Sweden), Miles Hewstone (Oxford University, England), Tina Montiel (Ateneo de Manila University, Philippines), and Gabi Salomon (Haifa University, Israel).

The final paper was authored by one of Division 48's officers, Scott Moeschberger (Taylor University), who is currently the Student and Early Career Chair. He was ably assisted in his preparations by Mike Wessells (Columbia University), Dan Christie (Ohio State University), and Judy Van Hoorn (University of the Pacific). Scott's focus was on Ed's contributions to peace psychology organizations, paying particular attention to Division 48. Ed became a member of our division in 1993, was the Division's first international president in 2003, and a Fellow in 2006. As Scott noted, Ed helped Division 48 fulfill its aspiration to be a truly multinational organization by his own commitment and by his urging of other international colleagues to join. In addition, he was a voice of conscience for the Division and other international organizations with which he worked. Quoting Mike Wessells, "Ever alert to ethnocentrism and arrogance, Ed was a voice of conscience when it came to the unfortunate tendency of U. S. organizations and psychologists to make proclamations about the situation in other parts of the world, when people from

APA 2012 CONVENTION HIGHLIGHTS:

Implications and Thoughts on "Emotions as Agents of Change" Symposium

Katherine Lacasse, Clark University

At this year's APA Convention in Orlando, I was part of a symposium titled "Emotions as Agents of Change" along with Violet Cheung-Blunden of University of San Francisco. The symposium investigated how emotions work as a way of knowing, and brought to light some interesting points about what the action tendencies which follow an emotional experience look like in the real world. Whether responding to an act of cyber-terrorism reported in the news, or to an advertisement for a charitable organization, emotions play an important role in how people respond to both political crises and social issues.

In the first talk, Violet Cheung-Blunden explained the influence emotions have in leading people to support policies that aim to protect citizens, but simultaneously limit their freedoms and lead to violence. She presented experimental evidence that after witnessing a case of cyber-terrorism on the news, a) participants who felt anger were more likely to support violent retaliation measures, b) those who felt fear were more likely to support restrictive protection measures, and c) those who felt anxiety were likely to support both kinds of policies. In the second talk, I focused on the ways charities use emotional appeals to garner support. In study 1, experimental participants who read an ad where the person-in-need was expressing positive emotions reported higher likelihood of giving to the charity, and were actually more likely to seek more information about how to help on the charity's website,

than if they read a negative emotional ad. A second study also found that positive emotions led to greater likelihood of giving, but only indirectly, through increasing the closeness felt to the person-in-need and increasing the perceived efficacy of the charities.

The studies in this symposium display the impact emotions have on decision-making through providing action-tendencies and/or altering other feelings and cognitions. Attacks like cyber-terrorism can often be confusing and difficult for the public to understand. The anxiety felt after such incidents leads people to both "attack" and "protect" action tendencies. Therefore, anxiety increases people's willingness to accept aggressive and restrictive policies they otherwise may not support. These findings seem to call for an examination of the various ways incidents such as this can be reported in the news, and specifically, how these incidents could be reporting using a peace journalism frame. Is it the incident itself which gives rise to anger, fear, and anxiety in the public? Or would a news story which explained the incident in context, was more solution-focused, and gave a voice to the many parties involved, quell some of the negative emotional response? These implications present some interesting questions for future peace research.

Although in a different contextual arena, the way people-in-need are presented in charity advertisements was shown to alter the emotions felt by reader. Studies utilizing the nega-

tive-state relief model have shown that when people feel negative emotions from seeing a person-in-need, they want to give so they can relieve their own negative feelings (e.g. Cialdini et al., 1987). However, the process differs when people feel positive emotions after reading a charity ad. Positive emotions increased feelings of closeness to the person-in-need as well as beliefs about the effectiveness of the charity, which in turn leads to greater giving. This is particularly interesting because although different emotions felt may lead to similar behavioral intentions, they do so to a different degree and through different mechanisms. More research should investigate the mechanisms by which positive emotions influence behavior, particularly pro-social behaviors. Additionally, positive charity ads are also a more moral option. While images of sad or hungry people may garner some charitable support, they also victimize the people, often making them seems helpless. It is more empowering for the people-in-need to be depicted as has happy and successful after receiving help from the organization. Since these ads are also effective, this may be the better route for charitable organizations which truly care about the people they are serving.

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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, Past-President of Division 48 via email at julie.levitt@verizon.net.

EDUCATOR'S CORNER

New Resources for Teaching Peace Psychology

Linden Nelson, Chairperson, Peace and Education Working Group

Several years ago the peace education committees of Psychologists for Social Responsibility (PsySR) and The Society for the Study of Peace, Conflict, and Violence (Div. 48) began a collaborative project to collect materials for teaching at the college level about the psychology of peace, conflict, and violence. During the past year we added many new resources to the web-site collection of teaching materials that was originally developed by Linda Woolf for the *Peace Psychology Resource Project*. We believe these materials will be particularly useful to someone developing a new lecture, course, or program on peace psychology, and they will probably be of interest to anyone wanting to enrich and improve their teaching about peace and conflict. We invite you to visit the site and encourage you to tell others about it. These materials can be found on the Div. 48 website at http://www.peacepsych.org. Use the Resources menu and click on Education.

The first part of the site includes 14 recently added peer reviewed syllabi for a variety of courses on peace psychology developed by leaders in the field. This is followed by a detailed outline by Dan Christie for a workshop on peace psychology including 14 PowerPoint presentations designed for the workshop. Next there are links to syllabi at the Office of Teaching Resources in Psychology (an APA Div. 2 site) that were created by Linda Woolf. These syllabi are for courses on the psychology of peace and conflict, genocide, the Holocaust, and psychosocial perspectives on terrorism. There is also a link to seven syllabi in the *H-Peace Project on Peace History and Peace Studies*.

The next section is on Curriculum Resources and includes PowerPoint presentations on conflict, conflict resolution, peace psychology, and student activism projects. There are also links to information on the PsySR website on graduate programs in peace psychology and related areas, resources for teaching peace at K-12 and college levels, materials on enemy imaging and group think processes, and links to various curriculum resources available through the Office of Teaching Resources in Psychology. Finally, there is a directory of peace psychology courses and information about relevant Internet discussion lists and web resources.

I worked closely with Hal Bertilson in coordinating the peer review of new materials for the site. Kathleen Catanese assisted in developing the review forms and instructions. We are grateful to the following reviewers: T. Kerby Neill, Linda Heath, Nino Shushania, Ulrike Niens, Ian Harris, Dan Mayton, Anthony Lemieux, and Deri Joy Ronis. We also thank Caitlin Mahoney and Rob Percival for facilitating the revisions and additions to the Div. 48 website, and of course, we want to thank everyone who contributed syllabi and other materials.

This project is ongoing. We have additional syllabi and other materials ready for review, and we will continue to solicit new and revised materials. Please send me syllabi or other teaching materials you believe would be appropriate for our collection, and contact me at llnelson@calpoly.edu if you are willing to serve as a reviewer for this project.

Additional Internet Resources for College Teaching

I will mention here a number of other free Internet resources that would be useful for instruction at the college level. The Center for Global Nonkilling has published 14 books on nonkilling that are available for free download as PDF documents at (http://nonkilling.org/node/18). One of the recent books is *Nonkilling Psychology* edited by Daniel Christie and Joam Evens Pim. This book is divided into three parts: psychological causes and consequences of killing, prevention of killing from interpersonal to international, and personal transformation from killing to nonkilling. Many of these books could be used as instructor resource material for teaching about peace, conflict, and violence; and some would be useful for course readings or as textbooks.

Some other useful websites with resources for college teaching are:

Beyond Intractability (http://www.beyondintractability.org). Initially created by a team of more than 200 distinguished scholars and practitioners from around the world, the site is built around essays on almost 400 topics. These essays describe the dynamics of conflict and the available options for promoting more constructive approaches. Over a hundred hours of online interviews with more than 70 leading conflict scholars are also included.

Campus Conflict Resolution Resources (http://www.campus-adr.org). The objective of this site is to significantly increase administrator, faculty, staff and student awareness of, access to, and use of conflict resolution information specifically tailored to the higher education context.

CR Info: The Conflict Resolution Information Source (http://www.crinfo.org). This site offers a keyword-coded catalog of over 20,000 web, print, and organizational resources, as well as event listings and other conflict resolution-related resources.

Internet Resources for K – 12 Teaching

The National Peace Academy recently announced a new free online curriculum, *Peace, Peacebuilding and Peacelearning: A Holistic Introduction*. This study guide, (http://nationalpeaceacademy.us/edresources/study-guide), is divided into three units, one each for children, youth and adults. The curriculum provides exercises and resources appropriate for the primary (elementary) and secondary (youth-adolescents) classroom. The adult curriculum is intended as an introductory self-study guide. The 90-day curriculum is divided into 12 weekly lessons, requiring between 45-90 minutes to complete. Two weeks are given to each of the National Peace Academy's program's five spheres of peace. The first lesson provides an introduction to all five spheres and the final lesson holistically

weaves the five spheres together through practical applications.

I also recommend some websites that offer free curricula or lessons for teaching about peace and conflict resolution. Some of these have features that allow the user to select the grade level and type of program or lesson desired. The first three in this list focus primarily on interpersonal conflict and the 4th-6th focus primarily on international conflict, but some of them make an effort to suggest that conflict resolution principles apply across domains.

◗ **CRE Connection**:
http://www.creducation.org/cre/teachers/

◗ **Teaching Tolerance:**
http://www.tolerance.org/activities/

◗ **ESR Online Teacher Center:**
http://www.esrnational.org/otc/

◗ **United Nations Cyberschoolbus**:
http://www.un.org/cyberschoolbus/peace/frame3.htm

◗ **USIP Peacebuilding Resources:**
http://www.buildingpeace.org/start-school-year-peacebuilding-resources

◗ **Institute for Economics and Peace:**
http://economicsandpeace.org/education/secondary

I recently became aware of an online book on peace education that I would particularly recommend for K-12 educators. *Peace Education: A Pathway to a Culture of Peace* was written by Loreta Navarro-Castro and Jasmin Nario-Galace and published by the Center for Peace Education at Miriam College, Quezon City, Philippines. The second edition (2010) can be read and downloaded at (www.peace-ed-campaign.org/resources/cpe-book-14oct2010-FINAL2.pdf).

The book describes a comprehensive and holistic approach to peace education. The authors provide substantial theoretical and factual background for understanding various aspects of peace education as well as suggestions for teaching including many class activities for each topic. The book is divided into three parts: (1) Toward a Holistic Understanding of Peace and Peace Education, (2) Key Peace Education Themes, and (3) The Peaceable Classroom, Teacher and School. Part 2 has eight chapters including Challenging Prejudice and Building Tolerance and Resolving and Transforming Conflict. While I believe the book would be most useful for K-12 teach-

ing, much of the theoretical material and some of the activities might also be of interest to college teachers.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has released the *2013 CASEL Guide: Effective Social and Emotional Learning Programs –Preschool and Elementary School Edition*. The Guide identifies 23 school-based programs that promote students' self-control, relationship-building and problem-solving, among other competencies. It is the first comprehensive national review of such programs since 2003, when CASEL published *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*. To download the Guide and access special features available only online, go to: www.casel.org/guide.

As it becomes available, information about resources for teaching about peace and conflict is shared on a peace education listserv that I moderate as a project of the Div. 48 Peace and Education Working Group. Please contact me if you would like to join this list and receive 2-3 messages a month about resources for peace education.

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SOCCER Could Improve Relations Between U.S. and Jordan

Lindsey Blom & Lawrence H. Gerstein, Ball State University

Just like ping-pong opened the door to China in the early 1970s, a group of psychologists and others from Indiana believe soccer may be the way to improve relations between the United States and Jordan. Funded by a $212,000 grant from the U.S. State Department to support "Soccer for Peace and Understanding in Jordan," this two-year project is designed to teach Jordanian youth and their coaches' citizenship, leadership, soccer, and conflict resolution skills. Ball State University (BSU) faculty members, received this grant, including two individuals (Dr. Lindsey Blom and Dr. Lawrence Gerstein) affiliated with the institution's Center for Peace and Conflict Studies (www.bsu.edu/peacecenter).

To implement this project, BSU partnered with organizations in Indiana (Center for Interfaith Cooperation, Indiana Soccer Association, and Peace Learning Center) and non-governmental organizations in Jordan including Leaders of Tomorrow, the Princess Basma Youth Resource Centre, and the Jordan Football Association. To date, a U.S. delegation involved in the grant has spent time in Jordan, and a group of Jordanian coaches have visited Indiana for a 14-day cultural sport and peace exchange. The U.S. delegation will return to Jordan to offer training to additional coaches and youth early next year.

The Jordanian coaches that visited Indiana, in part, participated in activities at the Ball State Center for Peace and Conflict Studies and the Indianapolis Peace Learning Center that taught them conflict resolution skills and how to teach these skills to their youth soccer players. It is believed that this program could improve U.S.-Jordanian relations because soccer is the most popular sport in this Middle Eastern nation, allowing coaches and players from the two countries to interact.

According to Dr. Lindsey Blom, Project Leader and a Division 48 Member, "Our relationships with our partners in Jordan have been strengthened through the use of soccer to promote mutual understanding and peaceful living skills." Dr. Lawrence Gerstein, Project Leader and Fellow of Division 48, stated, "It's exciting that our shared passion for soccer has contributed to expanding all of our cultural understanding and conflict resolution skills, and it has made it possible to remove the physical and cultural distance between Jordanians and Hoosiers."

For further information about this project, visit http://soccerforpeaceinjordan.com. *Lindsey Blom can be contacted at lcblom@bsu.edu; Lawrence H. Gerstein can be contacted at lgerstein@bsu.edu.*

Teaching Human Rights Across the University Curriculum

Lindsey N. Kingston, Webster University

Human rights education (HRE) has gained support within academia and the international community, yet effective teaching practices at the university level remain limited. On the surface, human rights appear to be an opportunity to engage and connect students, facilitate interdisciplinary exchange, and promote social responsibility. The overall concept also seems simple and appealing: "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood" (United Nations, 1948, Article 1). Yet, as human rights programs and centers appear throughout the United States, scholars increasingly question how to teach this subject—with all of its legal jargon, ethical implications, and ever-changing political dialogue—across the university curriculum.

In order to improve HRE and share best practices, it is imperative that university educators adopt an interdisciplinary approach to human rights that encourages instructor training, faculty exchange, and student involvement. Since many faculty members are interested in HRE but have not formally studied human rights, for instance, universities must provide the resources necessary for integrating human rights components into a range of courses. Interdisciplinary and internationalized programs can further promote the "human rights ethos" required for fostering respect for rights, and such curriculums reflect a plurality of knowledge that engages students in diverse ways and challenges pre-existing conceptions of humanity, responsibility, and rights. Lastly, service learning provides a tool for increasing student interaction with human rights issues while promoting values related to social responsibility and community cooperation.

Human Rights Education (HRE)

Amnesty International defines HRE as "a deliberate, participatory practice aimed at

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood."

(United Nations, 1948, Article 1)

empowering individuals, groups, and communities through fostering knowledge, skills, and attitudes consistent with internationally recognized principles." The goal of such education is to "build a culture of respect for and action in the defense and promotion of rights for all" (Amnesty International). Ultimately, advocates contend that HRE builds "a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes" directed to:

- The strengthening of respect for human rights and fundamental freedoms;

- The full development of the human personality and the sense of its dignity;

- The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;

- The building and maintenance of peace;

- The promotion of people-centered sustainable development and social justice (Bajaj, 2001, p. 484).

The aims of HRE are gaining increasing support within academic and international communities. Scholars have noted a worldwide rise in human rights content in textbooks, with increasing emphasis on individual rights and personal agency in a range of academic subjects. The rise of cosmopolitanism and global citizenship in academic curricula provides students with opportunities for investigating human rights concepts, movements, and local struggles (Bajaj, 2011, p. 492). This emphasis on human rights is supported by the international community; for instance, the United Nations declared 1995-2004 the International Decade for Human Rights Education and the UN General Assembly made 2009 the International Year of Human Rights Learning. The UN Declaration on Human Rights Education and Training has also been drafted, reflecting growing interest in HRE and its potential for rights promotion.

An approach that stresses HRE's potential for "global citizenship" is particularly important for promoting goals related to peace and social justice. From this perspective, human rights education repositions students as members of a global community instead of simply as national citizens. This form of HRE seeks to cultivate "vibrant global citizenship" with an emphasis on interdependence, global knowledge, and a commitment to counter injustice wherever it takes place in the world (Bajaj, 2001, p. 492). By stressing the ideals of global citizenship, we can move toward the establishment of a more rights-protective environment that not only responds to crises, but provides the foundation for future peace (Noddings, 2005). Those who accept global citizenship are generally making the claim that all human beings have a certain moral status, and that we have a moral responsibility toward

one another within this world community (Dower, 2008). Research shows that young people may already think of themselves as global citizens; a study of 194 secondary school students in Japan and Canada found that, despite cultural and linguistic differences, they share very common attitudes about global issues and social responsibility (Richardson, 2008). From this promising foundation, educators are prompted to reconstruct the "prevailing legend" of the nation and global society; such reconstruction is possible, many argue, through HRE programs that present "other versions of reality" and "help students explore alternative versions of the future," all centered on norms of human rights and social responsibility (Pike, 2008, p. 230).

Teacher Training and Resources

Most university-level HRE will occur across the university, rather than within a human rights-focused program. Only a handful of U.S. institutions of higher education offer undergraduate degrees in international human rights—for instance, Webster University and the University of Connecticut. To encourage HRE across a broad range of disciplines and courses, educators need resources and strategies for creating "human rights moments" in their classrooms, or situations in which students realize how rights are exercised or in conflict (Flowers & Shiman, 1997, p. 169). To facilitate the inclusion of HRE in a diverse range of subjects, faculty training should involve all of these five dimensions:

- Explanation, requiring intellectual examination and understanding of human rights issues or themes;

- Example, identifying or serving as models of human rights activists to emulate;

- Exhortation, urging everyone to act in accordance with human rights principles on behalf of those in need;

- Experience, providing opportunities to act to improve a human rights condition;

- Environment, creating a classroom and institutional culture grounded in human rights principles (Flowers & Shiman, 1997, pp. 161-162).

Many faculty members are interested in human rights, but are not formally trained in human rights issues. It is therefore essential that universities provide faculty with resources for integrating human rights components into an array of course offerings. With the help of a modest curriculum development grant, for instance, instructors can develop a series of "human rights modules" for use in various disciplines. Each module could offer a week's worth of lesson plans relating human rights to the curriculum of a designed course or program. For example: Anthropology students can discuss cultural relativism based on human rights norms and recent developments, while a course on modern European history can consider the Council of Europe's human rights regime (Maran, 1997). In some cases, calls to "internationalize" the curriculum can also enhance HRE opportunities. Internationalized curriculums, which often include study abroad components and emphasis on cross-cultural understanding, are sometimes called "education for world-mindedness." These initiatives facilitate the development of knowledge, skills, and values that enable students to engage with their interconnected world (Van Gyn, Schuerholz-Lehr, Caws, & Preece, 2009). From a human rights perspective, such interconnection may include discussions of global inequality, the impact of unfair labor practices, humanitarian intervention, and government responsibility to protect.

Faculty interested in HRE must also be aware of challenges to educating for human rights. Within academia, teaching and activism are often considered separate and necessarily distinct activities; open support of human rights is sometimes viewed as a threat to transgress that divide (Maran, 1997). Problems may also arise during times of war, when teaching for human rights and peace promotion may be viewed as unpatriotic. "Not only may teachers feel pressed to omit important topics, but they may also allow some views to be distorted in order to preserve the spirit of national citizenship," warns Nel Noddings (2005, p. 17). Opportunities exist in almost every subject to discuss human rights, but teachers often fail to use them effectively (or at all). Instructors must not only be trained to identify these opportunities and provided resources for creating "human rights moments," but also provided with a safe space for discussing often uncomfortable topics. History classes can consider nonviolent resistance movements, for example, while math classes can trace figures on casualties for twentieth cen-tury warfare (Noddings, 2005); while all of these exercises are not controversial, they require students to adopt a human rights perspective and question traditional ideas, narratives, and norms.

Interdisciplinary Exchange

HRE teaching models are often interdisciplinary and internationalized. Indeed, most human rights academic programs and research institutions stress the value of collaboration and exchange. The tie that binds various HRE courses and experiences together is the "human rights ethos" that fosters respect for human rights and dedication to their protection. This ethos is not based in any particular academic discipline or national identity, but rather transcends boundaries to encompass scholarship and activism occurring at various levels. Human rights educators must intellectually examine human rights issues and themes, identify models of human rights activism to emulate, urge action in accordance with human rights principles, provide opportunities for action, and create a classroom environment and institutional culture grounded in rights-protective principles (Flowers & Shiman, 1997, pp. 161-162). Furthermore, internationalized curriculums must reflect a plurality of knowledge that draws from various sources and engages students in different ways; this HRE approach "requires that we extend our actions far beyond concerns of course content to include pedagogies that promote cross-cultural understanding and facilitate the development of knowledge [that enables students] to successfully engage with others in an increasingly interconnected and dependent world" (Van Gyn et al., 2009, pp. 26-27).

An important benefit of an interdisciplinary approach is its ability to question traditional educational constructs, which often redeems prejudices and chronicles differences between identity groups. John Willinsky (1998) writes that the arts and sciences have greatly contributed to the significance of factors that divide us—race, culture, gender—and that faculty must examine the impacts of educational endeavors that promote inequality, conflict, and social injustice. "Imperialism afforded lessons in how to divide the world," he argues. "Its themes of conquering, civilizing, collecting, and classifying inspired educational metaphors equally concerned with taking possession

of the world—metaphors that we now have to give an account of, beginning with our own education" (p. 13). To accomplish this sort of accountability, Willinsky advocates for "educational accountability," or an examination of education's role in recent historical phenomenon and an examination of which peoples these approaches have denied and silenced (p. 16). This approach requires educators to question norms and practices across a range of disciplines; for example, historical narratives, themes of popular literature, and Western biases in philosophy and psychology.

Interdisciplinary faculty exchange often promotes HRE and encourages educational accountability, particularly when teaching models include community partnership and student involvement. For instance, undergraduate students at the College of Wooster were paired with students incarcerated at a juvenile prison. The project aimed not only to examine human rights issues inherent to the U.S. prison system and juvenile detention policies, but also to re-humanize detainees. Through extensive personal contact between the project partners, both groups were able to recognize similarities between those they viewed as criminally deviant or privileged. The project also illustrated the role of dehumanization in affecting human rights of those on the fringe of society (Krain & Nurse, 2004). Another example comes from Webster University, where undergraduates participate in an interdisciplinary "Real World Survivor" that culminates with a stay at Heifer Ranch Global Village during Fall Break. Students learn about contributing factors and ethical implications of global poverty, and then experience poverty conditions during a four day field study. Developed in partnership with a diverse range of faculty members and the non-governmental organization Heifer International, which emphasizes human rights issues related to global poverty and hunger, the course examines global inequality and social responsibility for protecting human rights (Webster University Library).

Service Learning

The values and ideals central to models of human rights education and global citizenship have prompted increasing interest in the practice of academic service learning. Beginning in the early 1980s, educational and political leaders began calling for more youth involvement within the community, citing the need for young people to under-stand their rights and responsibilities toward each other. This approach was developed as a way of breaking isolation and lack of community connections among young people. Service learning also has roots in citizenship education (service as a strategy for making students into contributing citizens), experiential education, youth development, and school reform. Like HRE and the ideal of global citizenship, the practice of service learning emphasizes rights awareness (including understanding the relationship between individual rights and the public good) and a sense of social responsibility (Kinsley & McPherson, 1995).

Academic service learning is a pedagogical model that integrates academic learning and relevant community service. It is, first and foremost, a teaching methodology; it requires the integration of experiential and academic learning so that these two practices strengthen and inform each other. This presupposes that service learning simply will not happen unless there is a concerted effort to strategically bridge what is learned in the classroom with what is learned in the field, or community. Therefore, service experiences must be relevant to a student's academic course of study (Howard, 1998). At the same time, it is also imperative that student activities truly benefit the community. Although service learning began as a way to make students less self-centered and more aware of social issues, critics now express a number of concerns: that service learning has the potential to exploit poor communities as free sources of education, that the "charity model" reinforces negative stereotypes and students' perceptions of the poor as being helpless, and that there is often a weak connection between what happens in the classroom versus in the community (Stoecker & Tryon, 2009b). There are several contributing factors to these criticisms; for instance, while many organization staff members are willing to view themselves as learners and to see learning as a collective activity, many faculty are more inclined to think of themselves as experts who impart knowledge to students and agencies rather than being true learning partners (Bacon, 2002). As a result, some academic institutions fail to adequately consult with the community about needs, goals, and strategies.

Keeping these criticisms in mind, educators can begin a course development model for the launching of successful human rights-focused service learning. Service learning takes time, and cannot simply be an add-on to the curriculum. It must be embedded and integrated for it to work with busy faculty members and full-time curricula (Farber, 2011). The success of service learning projects depend, in large part, upon the level of commitment made by academic and community partners in developing and carrying out the project; the effectiveness of communication between professors, students, and organizations before and during the project; and the compatibility (in terms of cultural understanding, knowledge, and professional skills) of the program and the student with the community site (Hidayat, Pratsch, & Stoecker, 2009). According to Stoecker and Tryon (2009a), crucial ingredients to a successful service learning project include effective communication, the development of positive relationships, an infrastructure for service learning (such as offices of community engagement or service learning centers for defining and implementing projects), efficient management of service learners (including supervising, evaluating, and troubleshooting problems), and diversity promotion (including frameworks for cultural competency and recruiting a diverse pool of service learners). Ultimately, service learning offers a tool for promoting HRE and student involvement among undergraduate students, thereby reinforcing the lessons learned in the classroom and promoting respect for human rights.

Additional Resources

▮ **Amnesty International** offers resources to educators, including an online orientation to the organization and teaching guides for discussing human rights issues in the classroom. The web site also provides downloadable curriculum guides to accompany films such as *Hotel Rwanda* and *War Dance*, and provides resources for organizing student groups and volunteer experiences. Visit www.amnestyusa.org/resources/educators. Students and faculty can also learn more about human rights issues by searching by country or topic at www.amnesty.org/en/human-rights.

▮ **Human Rights Education Associates (HREA)** is an international non-governmental organization that supports human rights learning, including the development of educational materials and programming. Its Web site offers free human rights study guides, education and training materials, online forums, databases, and links to other organizations and resources. HRE also focuses on the training of activists and pro-

fessionals and community-building through online technologies. HREA is dedicated to quality education and training "to promote understanding, attitudes and actions to protect human rights, and to foster the development of peaceable, free and just communities." Visit www.hrea.org/.

▪ **Book recommendations** for exploring HRE include: *Human Rights Education for the Twenty-First Century* (eds. George J. Andreopoulos and Richard Pierre Claude, University of Pennsylvania Press, 1997), *Educating Citizens for Global Awareness* (ed. Nel Noddings, Teachers College Press, 2005), and *Educating for Human Rights and Global Citizenship* (eds. Ali A. Abdi and Lynette Shultz, State University of New York Press, 2008).

▪ **Academic journals** often explore HRE, including theory and strategies for effective teaching. Related journals include: *Human Rights Quarterly*, *Humanity*, *Peace Review*, *Journal of Peace Research*, and *Education, Citizenship, and Social Justice*.

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Let there be peace on earth and let it begin with me....

– Sy Miller and Jill Jackson

Teaching Psychology, Human Rights, and Peace

Linda M. Woolf, Webster University

Human rights, social justice, peace, and psychology are intertwined threads in the broad, global tapestry of life.

As psychologists, we know that individuals and communities are deprived of peace and fulfillment if human rights are violated and social justice is parceled out only to the few, those deemed worthy, or to a particular "kind of person." Peace psychology informs us that peace is not just the absence of direct violence but also the reduction and elimination of structural forms of violence. Within a human rights context, all individuals have the fundamental right to live free from the threats of harm, brutality, torture, or genocide but also free from the burdens of inequality, lack of access to health care or legal services, or inadequate education.

For those teaching a course in peace psychology, human rights and social justice are simply part of the fabric of the course. Although perhaps not stated explicitly on one's course syllabus or even in one's readings for the course, respect for human rights and social justice is at the core of almost everything we teach. For example, if we examine Dan Christie, Richard Wagner, and Debora Du Nann Winters' (2001) classic edited text, *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*, only one chapter directly focuses on the topic of human rights (Brinton Lykes chapter on "Human Rights Violations as Structural Violence"). Yet, the entire book, indeed each chapter, is a tribute to the importance of human rights and social justice in building more peaceful individuals and communities. What I would encourage teachers of peace psychology to do in their classes and writings is make human rights and social justice connections explicit in all that we do. Students need to become familiar not only with the complexities of peace but also human rights and have such dialogue part of their everyday world view.

Unfortunately, within the broader psychological community, human rights education often is not viewed as foundational. For example, the American Psychological Association (APA) *Guidelines for the Undergraduate Psychology Major* (2007) and the APA *Principles for Quality Undergraduate Education in Psychology* (2011) never mention the words "human rights." And yet, human rights education should be a key component of psychology education. The reasons are twofold. First, one of the key goals of psychology is to promote human welfare and well-being. Yet, when human rights are violated through either direct or structural forms of violence, each individual's potential is diminished and often psychologists are left endeavoring to help pick up the pieces of shattered lives. Second, human rights are now key components of many psychological associations' ethics codes. For example, in 2010, APA revised the *Ethical Principles of Psychologists and Code of Conduct* to read:

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. *Under no circumstances may this standard be used to justify or defend violating human rights* [Emphasis Added].

1.03 Conflicts Between Ethics and Organizational Demands If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. *Under no circumstances may this standard be used to justify or defend violating human rights* [Emphasis Added].

Additionally, the British Psychological Society *Code of Ethics and Conduct* (2009) references the United Nations (UN) *Universal Declaration of Human Rights* (UDHR) and the Australian Psychological Society *Code of Ethics* (2007) General Principle A states, "Psychologists engage in conduct which promotes equity and the protection of people's human rights, legal rights, and moral rights" (p.11). How are psychologists to behave ethically if they only have a vague notion as to what human rights mean or entail?

As peace psychologists, we are uniquely poised to assist in the integration of human rights education across the psychology curriculum. It is imperative that such education not be marginalized into a special "topics" class. Rather, in all courses from Introductory Psychology to Research Methods to Social Psychology to Abnormal Psychology, human rights need to be discussed. For example, in Introductory Psychology, when discussing ethics, I provide each student with a copy of the *Universal Declaration of Human Rights* (1948). For many students, typically first-year students, this handout is their first introduction to the existence of this landmark human rights document. Additional Conventions, Declarations, and other documents that can be introduced to students across a range of courses include *Convention on the Elimination of All Forms of Discrimination against Women; Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities; Convention on the Rights of the Child; United Nations Principles for Older Persons; Convention on the Rights of Persons with Disabilities;* and the *Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*. A more substantive list can be found at www2.ohchr.org/english/law. There is no class within psychology within which the issue of human rights cannot be included and discussed.

One's ability to integrate human rights education into the classroom is only limited by one's imagination and breadth of knowledge. Part of my educational background is Holocaust Education. Hence, in relation to research methods, I trace the history of "informed consent" to the Nuremberg Code and provide a bit of history in relation to Nazi, Japanese, and U.S. experimentation before, during, and after WWII. Such discussions highlight the need and evolution of our current informed consent standards but also raise important questions and result in discussions concerning the ethics of using data obtained unethically and whether the "ends justify the means" during times of war. I've also developed a specialized

course on this topic (syllabus available at www.webster.edu/~woolflm/nazisciencesyllabusSum12.html). For clinicians, discussions of informed consent in research may be grounded in whether a patient has the cognitive or emotional capacity to give consent, has been influenced through coercion/power, and how these issues relate to their fundamental human right to have access to or refuse treatment. It is incumbent of each of us to review our course materials and examine points of entry for teaching about human rights.

Many resources are available for individuals who desire to integrate issues of human rights into their psychology courses. For example, Psychologists for Social Responsibility provides a great deal of information of a range of topics including a webpage devoted to a Program on Education for Social Responsibility (http://psysr.org/about/programs/education/resources.php). The Office of Teaching Resources in Psychology through the Society for the Teaching of Psychology offers a range of resources including syllabi and three bibliographic and informational resources aimed at teaching the psychology of peace and mass violence (http://teachpsych.org/otrp/resources/index.php?category=International%20Psychology—these three resources are in the process of being updated). APA's Public Interest Directorate (http://www.apa.org/pi/index.aspx) provides invaluable resource and reference information on topics all related to human rights and indeed, APA now has begun to put materials on its Human Rights webpage (http://www.apa.org/topics/humanrights/index.aspx). Additionally, the United Nations (http://www.un.org/en/rights/) and a host of human rights NGOs (e.g., Human Rights Watch; Physicians for Human Rights) provide resource material that can be used in the classroom.

Almost any text or journal article related to the issue of peace psychology can serve as a good springboard for student reading and discussion about human rights and psychology. Additionally, a new edited text entitled, *Praeger Handbook of Social Justice and Psychology* is due out in next summer and should be an invaluable classroom adjunct for any teacher of psychology. On a more personal note, my colleague Michael Hulsizer and I have written about the integration of human rights issues and curriculum. See, for example, our article "Enhancing the Role of International Human Rights

Who must do the hard things? I would suggest that it is absurd for us not to make our stand clear on matters of injustice, that failure to do so does grave image damage to us in the public's eye, and that to continue to ignore damage done by social injustices that are readily apparent through use of our sense organs and consciences severely weakens our credibility.

– Carolyn Payton, former Director of the U.S. Peace Corps

in the Psychology Curriculum" (Hulsizer & Woolf, 2012) in a special issue of *Psychology Learning and Teaching*. We also have a chapter entitled, "Peace and War" in the edited text, *Promoting Student Engagement* (2011) and I have a chapter entitled, "Women and Global Human Rights" in *Teaching About Human Rights* (2005). These are but examples of our work. My sense is that many colleagues have written about human rights topics and have developed resources for classroom use. I hope that these materials will be shared via the Society's discussion listserv or our Facebook page.

In teaching human rights, it is seemingly natural to discuss issues of inequality, violence, war, genocide, or torture. These have been at the news forefront around the globe for many a decade. However, it is imperative that human rights education not further marginalize individuals already disenfranchised by society by excluding them from discussions of human rights. For example, the rights of women and children are often not viewed as human rights concerns. It should go without saying that women and children's rights are human rights. Nonetheless, many cultures divide life, and hence a discussion of human rights, into the public and private spheres. Rights violations that occur outside of the home are viewed as appropriate for prevention and intervention. Violations that occur within the home, the private sphere, are often culturally, religiously, or through governmental dictate seen as outside of the realm of public debate or action. Hence, domestic violence, both against women and children, remains the most frequently occurring category of human rights violation across the globe. Such violence occurs unabated on a daily, hourly, and minute-by-

minute basis. These violations must be put into a human rights context.

Additionally, the rights of lesbians, gays, bisexuals, transgendered, and intersex (LGBTI) are routinely violated around the globe and many LGBTI live lives of social justice denied. Indeed, even in the most "developed" nations, LGBTI individuals experience both direct and structural forms of violence at the hands of individuals, groups, organizations, communities, and governments operating with impunity. Of course, in some nations around the globe, the very lives of individuals are threatened, as being a sexual or gender minority has been deemed a capital offense by the state. The rights of LGBTI individuals are often couched in terms of biological perspectives or debates over religion and values, yet these discussions and education should be framed in terms of fundamental human rights and within the framework of the destructive influences of both direct and structural forms of violence. For a good review of the human rights failures for individuals identified as LGBTI, see the Human Rights Council (2011) report, *Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity: Report of the United Nations High Commissioner for Human Rights*.

As peace psychologists, we are often inclined to focus outward to make changes in public policy, work directly with clients or communities, or engage in research and writing about our work. However, we must also focus our efforts at educating not only the next generations but also our colleagues about the interconnections between human rights, social justice, peace, and psychology. We must work to raise awareness and to develop/share resources that can be used by teachers of psychology around the globe. Psychologist Carolyn Payton (1984), the first woman and the first African-American Director of the United States Peace Corps, in an address to the APA asked, "Who must do the hard things?" She argued, "I would suggest that it is absurd for us not to make our stand clear on matters of injustice, that failure to do so does grave image damage to us in the public's eye, and that to continue to ignore damage done by social injustices that are readily apparent through use of our sense organs and consciences severely weakens our credibility" (p. 391-92). I believe that

Dr. Payton would today argue that we must continue to attend to issues of social injustice but also to fundamental human rights of all persons. Moreover, I think she would argue that it continues to be up to us to do the hard things.

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The 11th Commandment: "Thou shall not seek blame!"

Donald W. Adams

The early 1980's in the American South was a time of the integration of races and cultures. At that time, I had been a child psychologist for more than 10 years. I often consulted in schools about children who were struggling to adjust and to learn. Charlotte was a first grade teacher in a small-town suburban elementary school attended in somewhat equal numbers by children from poor black families, poor white families, poor Hispanic families, and advantaged middle and upper middle class families. Charlotte, growing up the oldest child in a hardscrabble poor family in Delaware, had attended Warren Williams College, a small liberal arts college in the NC Appalachians, where she discovered principles of peace, cooperation, and the common humanity beyond differing cultural backgrounds. Charlotte was bright, energetic and idealistic. She believed every child could learn. She was creative and spontaneous in designing innovative approaches to reach her struggling students and her classroom clashes. For about a decade she referred her most troubled students to me for evaluation and followed by consultations with her, her administrators and the child's family. I spent many hours in her class room and in her school, being called in from my private practice in a nearby town.

I repeatedly observed chaos, dissention, annoyance, rudeness, tension, and disrespect in the hallways of this school in the students and often in the responses of the staff. Fights and conflicts were common. These children were from different cultural backgrounds; many of the parents were distrustful of the "schoolhouse"; and, the children regularly heard racial epithets, social slurs and pejorative attitudes at home. The children were being integrated at school while still living in a divided, segregated, and antagonistic community. I was astonished, however, to notice that Charlotte's classroom was quiet, peaceful, and kindly in its atmosphere and in the way the children cooperated and assisted one another. I liked going there. Charlotte and her Japanese teaching assistant of many years seemed to work hand in hand to teach and guide these disparate and divergently socialized children.

A few years after Charlotte retired from teaching, I met with her and we conversed. I mentioned my observations about the peace in her class in contrast to the obvious strife and conflict in the rest of the school. I asked her how she did that. This is my paraphrase of her reply:

My assistant and I had a very simple rule that we used from day one with each new class of 6 year olds. When there is a conflict or an altercation or a tearful, frightened, or angry response in the classroom, we do not seek blame. We do not look for the perpetrator, the intimidator, or the violator. Instead, we support/comfort/calm the upset child (or children) until they find their voices to tell us what they needed in order to be ok. We do not ask who did it (and we stopped any blaming and accusing and tattling), but rather ask what the child was feeling and what he or she felt they needed and wanted. And we ask this to be spoken aloud so the whole class can hear. Sometimes we help a shy child have a voice. We then ask whether anyone in the class could help the victim with what is being requested. The class is eager to assist. Often the very child who we knew had been the perpetrator would be the first to volunteer to help, e.g., to walk with Mary to the lunch room and protect her from being knocked down. They became a group of helpers rather than competitors and they became closer and more connected, rather than more antagonistic and closed to one another.

Currently, when teaching my intensive workshops and group therapy program for distressed couples (TELC-The Emotionally Literate Couple), I tell this story as a parable. I tell them, with a wink, about the 11th Commandment. I tell them that Moses could not find space on the tablet to record this final commandment. The 11th Commandment reads: "Thou Shalt Not Seek Blame!" I teach couples to adopt this commandment in their relationships with each other and with their children. I teach them skills to use when hurt or offended in which they replace blaming with expressing the hurt and asking openly and vulnerably for what is needed. In this confiding of hurt and request for assistance, the other parties listen with the intent to understand while maintaining safety for the speaker, and at the same time avoiding become defensive (as a result of assuming that this expression of hurt is blaming them). This proves a powerful formula for highly conflicted couples to ease the power struggle in their relationships and find new peace, harmony and love. I often ponder how this parable and the principles of the 11th Commandment can be applied to the diverse cultures and nations that must integrate, cooperate and befriend as our world shrinks bringing all of humanity into greater contact and interdependence. I believe that we must routinely seek to understand when there is conflict rather than to find fault in either in ourselves or in others. Though understanding come the action solutions needed to resolve conflict. *Donald W. Adams can be contacted at adams@3cfs.com.*

The Formation of the Psychology Coalition at the UN

Corann Okorodudu, Rowan University

UN/NGO Representative of the Society for the Psychological Study of Social Issues; Chair, Psychology Coalition at the UN

Brief Historical Background

At the APA Annual Convention in New York City in 1995, SPSSI together with APA, Psychologists for Social Responsibility and various APA divisions, hosted a symposium and conversation hour on poverty at the Waldorf Astoria. The symposium featured Ambassador Juan Somavia of Chile, the Secretary-General of the UN World Summit on Social Development that year. During the Conversation Hour, in response to a question on how psychologists could be more effective at integrating psychological contributions into the UN agenda, Ambassador Somavia's response was brief: Form a coalition of psychologists. As far as we have been able to discern, there were five psychology/psychology-related organizations accredited at the UN at the time: The World Federation for Mental Health, the International Council of Psychologists, the Society for the Psychological Study of Social Issues, the Association for Women in Psychology, and the International Society for Traumatic Stress Studies.

Over the past decade and a half, the number of psychology/psychology-related organizations accredited at the UN has increased to the following ten that we have been able to identify thus far: American Psychological Association, Association for Trauma Outreach and Prevention, Association for Women in Psychology, International Association of Applied Psychology, International Council of Psychologists, International Society for Traumatic Stress Studies, International Union of Psychological Science, Society for Industrial/Organizational Psychology, Society for the Psychological Study of Social Issues, and World Federation for Mental Health. There has also been a corresponding increase in the number of psychologists representing these organizations.

Developments during 2011-2012

In the Fall on 2011, during the planning of the Fifth Annual Psychology Day at the UN, APA and SPSSI representatives took the lead in calling for the formation of a coalition and worked with representatives of other psychology organizations in developing a mission statement for the Coalition and an advocacy statement for the 2012 Commission on the Status of Women. In February, March, and April 2012, APA, SPSSI, ICP and IAAP professionals and interns, with the support of other psychology organizations, formed a team that launched very successful advocacy interventions at the Commission on Social Development, the Commission on the Status of Women, the Informal Negotiations for the Rio+20 Summit on Sustainable Development, and the Commission on Population and Development. The volume of this work and the number of contacts made directly with representatives of government missions at the UN has been truly remarkable.

Concurrently, an Ad Hoc Task Force drafted By-Laws, which identifies a structure to enable the members of the Coalition to work together effectively to accomplish our mission. The By-Laws went through four readings and revisions and was initially approved at the March 22, 2012 meeting of the Coalition, after which it was sent to the headquarters of the psychology and/or psychology-related organizations for their review and comment. Feedback from organizations and suggestions for revisions from Coalition members at the UN were integrated into the By-Laws which were then reviewed and approved by the Coalition at their September 20, 2012 meeting,

General Strategic Objectives

The work of psychologists and other social scientists at the UN has been largely marginal. We envision that the Psychology Coalition will enable the Psychology/Psychology-related Organizations to have a greater visibility and impact on the UN agenda than we have been able to achieve thus far. Governments, UN agencies, and civil society organizations at the United Nations tend to focus and place greater importance on the perspectives and indicators of economists in addressing global issues. While we as psychologists do not deny the significance and relevance of the work of economists, the purpose of the Psychology Coalition is to advocate for UN agencies, Governments, and civil society organizations to recognize that the goals of the UN agenda call for behavioral changes that psychologists address in their research and practice.

The Psychology Coalition at the UN is now established with five committees and is functioning according to a plan that focuses on the following general strategic objectives for the 2012-2013 program year:

◗ To advocate to UN commissions and agencies, governments, and non-governmental organizations, and other stakeholders, that policies and programs to meet recurrent and emerging global challenges of the UN agenda incorporate psychological principles, policies, science, and practice, including, but not limited to, the following subject areas: mental health, psychosocial well-being, psychological empowerment, social justice and human rights, conflict resolution and peacebuilding, psychosocial recovery from disasters, environmental psychology, and decent work.

◗ To educate and collaborate with various constituencies at the UN about the contributions that psychological factors and behavioral changes addressed by psychologists can make to plans for action to meet the goals of the UN agenda.

◗ To inform the psychological community about the Coalition's efforts to bring psychological principles, science and practice to bear on the agenda of the UN as well as to promote the integration of global/international issues, standards, and outcomes into psychological science and practice.

For further information about the Coalition, contact: Corann Okorodudu, Chair, (okorodudu@rowan.edu) or Judy Kuriansky, Vice Chair, (drjudyk@aol.com).

Psychological Contributions to Building Cultures of Sustainable Peace

The Psychology Coalition at the United Nations, New York

Submitted on the occasion of the General Assembly High Level Forum on the Culture of Peace, 14 September 2012, North Lawn Building, Conference Room 2, United Nations, NY

Co-sponsored by the Society for the Study of Peace, Conflict, and Violence of the American Psychological Association, the International Association of Applied Psychology, the Society for the Psychological Study of Social Issues, the American Psychological Association, the World Council of Psychotherapy, World Federation for Mental Health, the Association for Trauma Outreach and Prevention, and other members of the Psychology Coalition at the United Nations

The Psychology Coalition at the United Nations, composed of scientists, scholars, practitioners and advocates for mental health, human rights and social justice, offers enthusiastic support for the commemoration of the United Nations Culture of Peace Day, 14 September 2012, and the International Day of Peace, 21 September 2012. The Psychology Coalition supports UN efforts toward the development of sustainable societies through the prevention of destructive conflict and violence, empowerment of individuals, and building of cultures of peace and global community. Extensive psychological research and intervention programmes demonstrate that psychologists can play a decisive role in achieving peaceful human development and that peaceful cooperation and conflict resolution among individuals, groups and nations is achievable. This research also illustrates how the social psychology of relatedness fosters empathy, support, respect for differences, and nonviolent resolution of conflicting goals. In contrast, divisive disconnection can lead to antipathy, rejection, disrespect, dominance, and hostile competition for resources.

The purpose of this statement is to advocate with governments, UN agencies, civil society organizations, nongovernmental organizations (NGOs), the private sector and all stakeholders to recognize and utilize the contributions of psychology to the building and preservation of peace, conflict resolution and the reduction and elimination of violence. In the interest of promoting peace through policy, educational, social, political, economic, health and humanitarian uses of psychology, the Psychology Coalition at the UN offers the following recommendations.

Promote Social Cohesion and Connectedness within and between Social Groups

Human beings acquire social identities that create bias in favor of groups to which they belong and devaluation of groups they perceive as different—a process that fosters the formation of stereotypes and prejudice which may lead to conflict and potential violence. Research in the field of psychological science and practice shows that social experiences can be structured in ways that influence people to feel either closer to others or more distant and suspicious. This effect is usually most evident among groups with a strong traditional bond related to a shared religious, ethnic, gender, social or cultural identity, but can develop when heterogeneous groups of mixed ethnicity, religion, genders or cultures come together under conditions of equality to pursue a commonly held ideological or pragmatic purpose. In "real world" situations, these psychological dynamics have been applied toward achieving political and social goals, often for personal or specific group advantage, and to foment war, conquest, and subjugation; but can also be used for beneficent purposes of promoting social cohesion, collaborative achievements, mutual respect for human dignity, peace, and sustainable development.

Therefore, the Psychology Coalition calls upon all stakeholders to promote peace by integrating proven psychological principles and practices, such as cooperative problem-solving, dialogue, crisis management, peace building and participatory strategies into their programs to foster a greater sense of social connection and cohesion among individuals and groups who might otherwise view each other as opponents, or even enemies. These are promising and underutilized means for defusing intergroup tensions and for building social inclusion and the common ground necessary for fostering social justice and a culture of peace. Psychologists can be engaged to facilitate training and program design to meet these objectives.

Promote Social Equality, Human Rights, and Social Justice for All

The Psychology Coalition applauds and supports the current initiative of the UN Human Rights Council and the work of its Advisory Committee, including extensive consultations with various constituencies, especially civil society, to develop a comprehensive draft declaration on the human right to peace. Conditions of poverty, deprivation, persecution, humiliation, social inequality, displacement, and forced migration, have drastic negative psychological effects on the social identities, psychosocial well-being and mental health, and sense of empowerment, of individuals and groups. These effects are known to endure for long periods of time, thereby undermining the development and maintenance of a culture of peace. A key function of any culture is to encode the memories and meanings of its people as a dynamic system that defines societies, their shared values, and the collective meaning of their experiences. Discrimination is among the violations of human rights and human dignity, which are deeply encoded in cultures in such a way that violations committed even against a few can have a multiplicative impact in the transmission of wounds and scars in many individuals within and across generations. Psychological principles can be used to effectively raise awareness, educate about, and institutionalize human rights, and also to counter impulses and arguments used to justify acts of subjugation, domination, and persecution.

Therefore, the Psychology Coalition urges all stakeholders to use principles resulting from psychological science and practice in their programs to move institutions, groups and societies toward greater equality through social, political and economic inclusion of everyone within a shared culture of peace.

Ensure that Psychosocial Well-being and Mental Health are treated as Human Rights

Human rights standards and outcome documents of UN world conferences are increasingly recognizing psychosocial well-being

and mental health as basic human rights. Psychological literature confirms that maltreatment ranging from childhood abuse and deprivation to rape, torture, war, and poverty inflicts deep and persistent psychological and mental health wounds that cause suffering throughout the lifespan and across generations, thereby detracting from peace within individuals, families, and societies. Psychological research further affirms the WHO inclusion of mental health as a crucial factor in overall health, defined as a "state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." Yet, in much of the world, mental health problems are stigmatized as signs of personal, familial and group weakness and thus are often inaccessible to efforts to prevent further social injury and deprivation. In addition, mental health services are scant in comparison to needs and are not as highly valued and supported as physical health services.

Therefore, the Psychology Coalition supports the recently launched WHO Quality Rights Campaign and recommends that all stakeholders, including the humanitarian community, ensure that mental healthcare is held to a high standard, equivalent to physical healthcare, in terms of social and financial support, and that mental healthcare is made accessible to all sectors of society, including children, women and those who are marginalized, disadvantaged and disenfranchised as a requirement of human rights and social justice.

Support Conflict Resolution Approaches and Programs

Considerable psychological research in the field of conflict resolution has shown that it is possible to create more peaceful coexistence between groups of diverse backgrounds and cultures. Various principles include understanding the ethos of conflict, collective memories, the nature of identity, and the "contact hypothesis" which maintains that hate dissipates when people come together to work on a common project or goal. Many programs and strategies have been developed to apply conflict resolution principles, with positive results in a number of contexts in replacing prejudice with tolerance and acceptance, and promoting mutual understanding and constructive cooperation. Conflict resolution programs include, but are not limited to, educational

programs, dialogues, encounter models, compassionate listening, nonviolent communication, cooperative problem solving, reconciliation and forgiveness, and open space technology.

Therefore, the Psychology Coalition encourages all stakeholders to become aware of these principles of conflict resolution and of the programs that can achieve this goal if effectively applied at all levels of organizations or groups, in cases of conflict and also, proactively, to prevent conflict from arising.

Protect Children and Vulnerable Groups from Exposure to Violence and other Adverse Events

Psychological science shows that children exposed to violence, war, natural disasters and other traumas are at elevated risk for enduring social, educational, physical, and psychological impairments to their wellbeing and social and emotional development. Additionally, they are vulnerable to repeating patterns of violence and are likely to live shorter lives. These risks apply to all marginalized and vulnerable groups. While resilience by some individuals can mitigate such outcomes, psychological and public health studies of large population samples warn of negative and long-term impacts across the lifespan.

With regard to children, the Psychology Coalition applauds the UN study on Violence Against Children and its worldwide report (2006). We further applaud the extensive work of the Special Representative of the Secretary-General on Violence Against Children with governments, UN agencies, and civil society organizations to institute policies and programs for the prevention of all forms of violence against children. Violence maintains a culture of destructive interpersonal and social engagement instead of a culture of peace. Therefore, the Psychology Coalition urges all stakeholders to continue to raise this issue regarding the pernicious and pervasive effects of violence against children to the highest priority level, and with urgency comparable to that afforded the prevention of diseases of childhood. The Psychology Coalition further urges all stakeholders to support policies and programs that help children and marginalized and vulnerable groups recover from violence, war, natural disasters and other traumas, as well as provide protection from and prevention of such outcomes. Emphasis should be placed on "primary" prevention (i.e., prevention of initial inflictions of injury) and "second-

ary" prevention (i.e. prevention of subsequent exposures or other events that could exacerbate injury). Such efforts should be extended to those directly affected and those in the general population who may be overlooked.

FINALLY, the Psychology Coalition at the UN supports continuation of the Programme of Action for a Culture of Peace, as described in the UN General Assembly resolution 53/243. We further applaud the General Assembly for declaring the period 2001-2010 as the "International Decade for a Culture of Peace and Non-violence for the Children of the World" (53/25) and for holding this first-ever General Assembly High Level Forum to promote the Culture of Peace (66/116). We strongly urge the integration of this Culture of Peace initiative in the drafting of the post-2015 UN Sustainable Development Goals as follow-up to the UN Millennium Development Goals.

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Joseph Abileah:
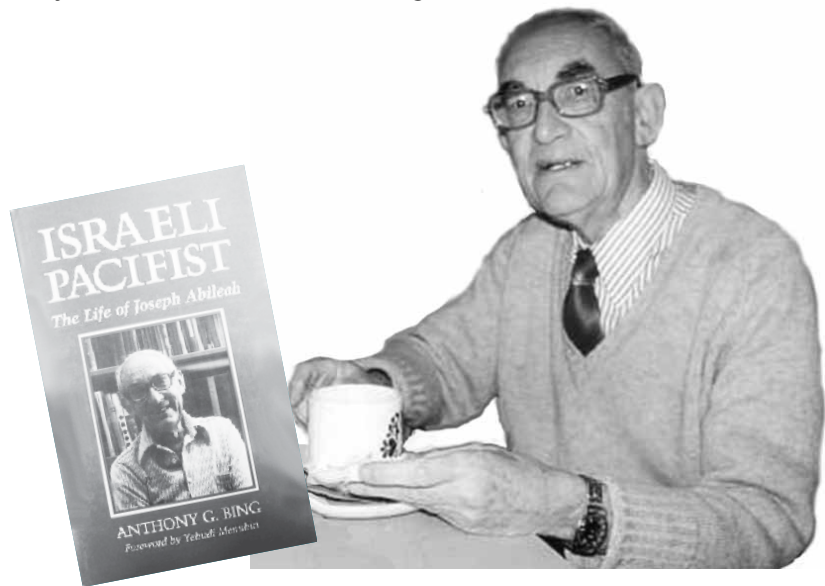## A Jewish Nonviolent Activist in 20th Century Israel

Corey J. Clarke & Daniel M. Mayton II, Lewis-Clark State College

For decades the words Israel and Palestine have been synonymous with conflict. The tension between Arabs and Jews in the Middle East is now expected, and violence, from hatred to military action, has become a stark reality. Fatalities, bombings, and all manner of violent consequences have become so commonplace they are rarely included on the U.S. evening news. For many, the thought of the two nations coming to agreement and living harmoniously in a land that they both deem sacred seems hopeless. The relative lack of a public awareness of nonviolent Jewish role models working to resolve this systemic conflict has been noteworthy.

While many have never heard of Joseph Abileah, he was a man who refused to give up on the grand notion of harmony in the Middle East. Over the course of his fifty-year campaign for peace in the Middle East, he has been respectfully referred to as the "Jewish Gandhi" or the "Israeli Schweitzer," although in his humility he would never claim such titles for himself. His uncompromising worldview of peace and harmony with all mankind was an integral part of his life from an early age. Growing up in twentieth century Palestine, Abileah firmly believed in the "ability of the human heart to overcome hatred." With this mantra, he devoted his life to pursuing peace in the Middle East. Even in the midst of the volatile and politically turbulent Israeli-Palestinian conflict, Abileah was able to remain honest, humble, and, most importantly, influential. We have much to learn from his life.

Joseph Abileah was born in Austria in 1915 and moved with his family to Palestine in 1923. He came from simple beginnings as a son of a professional musician, and he became an accomplished musician himself. In his early life in Haifa, Abileah played with and befriended many Arabs and Jews. Over his adult life his main source of income came from his job as a music instructor. He gave private instruction to many children of prominent Arab families and taught at private schools for music. Abileah found peace in music, and lived to create harmony in the Middle East like he found in the symphonies of Bach or Beethoven.

It was during his childhood that his belief that Arabs and Jews could live together peacefully began. This belief was nurtured as he directly experienced it in his own community. Abileah participated in many peaceful activities and was involved with many peaceful organizations over his adult life. A key event that also contributed to Joseph's pacifistic worldview and faith in the human heart happened in 1936, in the midst of a three-year violent outbreak that would lat-

er become known as the Arab Revolt. During this time communities kept to themselves and people avoided going out alone at all costs. Abileah, however, at the young age of 21, decided to take a two and a half hour walk through Arab land to visit the tombs of the Maccabees. On his way he encountered many Arabs working in fields, and was even given breakfast in a village as he was passing through, all the while being warned by everyone he met not to go any further, lest he be attacked or killed. The defining moment of this journey occurred on the way back, when he happened upon a group of about thirty Arab men working in a field. When he approached, they asked Abileah if he was a Jew. Joseph responded in the affirmative, and the tension rose. The men told him that they had been instructed by their religious leader to kill any Jew they come across. Abileah calmly, and much to his surprise, replied by saying "Very well, if it is your duty, perform it." The men began to deliberate amongst themselves, and when Joseph overheard them talking about throwing him into a nearby well, he walked over towards it, asking who wanted to throw him in. The group was shocked, caught between their thoughts about their duty and their feelings about a fellow human being and Abileah empathized with their plight. Finally, one of them spoke up and said "Our commandment was to kill Jews. Are you willing to become a Muslim? If so, you can go free." Abileah had no qualms about this method of resolving the situation due to his concern for their desire to put an end to the situation in an honorable way. Therefore, he repeated the Shahada and was released on his way. This incident convinced Abileah of the power of nonviolence to overcome fear and hatred in those who would use violence against us. In his mind nonviolence became the only option for creating the change he wanted to see in the world.

The crux of the conflict in the Middle East is the reality that the same land is sacred to both Muslims and Jews. The endless question has been "should the Jews have the right to inhabit Holy Land, should the Muslims, or should both?" Abileah would have answered this question with

a resounding "both." He devoted his entire life to the propagation of the idea that all people can live in harmony with each other, even Jews and Arabs. Abileah believed "Every person has the right for a homeland and every person must have his roots somewhere. If I feel my roots at the same place as my Arab brother feels his roots, we must find a common way in this homeland (Bing, 1990, p. 195-196)." He was indeed one of the first to make a concerted effort for Middle East confederation and presented his proposals to the world community and the United Nations, but what makes him unique is much more than that. What makes Abileah unique is the honest, truthful, and transparent way he went about spreading his ideals of peace and harmony. As one unidentified columnist put it, "He is not a bitter prophet of peace, nor is he a lone dissenter in his homeland… [he is a] man with passion but also with gentleness, a witness of the happenings of the Middle East (Bing, 1990, p. 187)."

With Israel gaining independence in 1948, the new government began a military draft to mobilize men against the neighboring Arab states. It is during this time that Joseph's pacifistic ideals were put to the test. He was arrested and taken to trial for resisting military service. With Joseph's views widely known, many lawyers offered their services to him. He politely denied, saying "If I plan to tell the truth, why do I need my own lawyer?" This sense of honesty and meekness continued throughout his trial, as he stated that he could not serve in taking up arms against his Arab brothers for the benefit of an abstraction called "the state." He recited numerous instances in his life, including his walk to the tomb of the Maccabees, where nonviolence had triumphed over hatred and violence. His defense made a slight impression, as he was sentenced to noncombatant military service rather than time in prison. Joseph made it clear that he did not agree with the verdict, and would not be a contributor to any sort of violence. Nevertheless, he was ordered to a medical examination, but upon its completion the doctor in charge declared him "unfit" even for noncombatant service. It may have been Joseph's defense or the desire of the new government to avoid a public spectacle, but this began a long series of medical deferrals

"I have been educated with Arab children on the same school bench. Do you expect me to kill my schoolmates?"
– Joseph Abileah,
at 1949 trial

that continued until he was past the age of military service.

Abileah's lifelong nonviolent campaign is one not just of words but example. As a young man, after his deferral from military service, he participated in numerous peace activities. In 1952, he founded a work camp at Kfar Vitkin, and subsequently organized and participated in fifteen more work camps, which recruited young Jews and Arabs who worked together rebuilding towns that had been destroyed by war. In 1957, he was elected to the International Council of the War Resisters International. Abileah, who had refused military service himself as a conscientious objector on the basis of his love for his "Arab brothers," was quoted saying that the only "true defense of one's country lies in winning the trust of one's neighbors."

In the wake of the 1967 war, Abileah was in great demand as a public speaker about peace, Israel, and the Palestinians around the world. In 1970, he represented Israel at a United Nations hearing in New York City regarding numerous human rights violations. Abileah, as was his way, spoke honestly about his experiences in Israel. He refused to speak on events which he had not witnessed. He discounted exaggerations and hearsay and refused to use loaded language like "terrorist" or "racist," and was able to make truthful statements, as the Israeli newspapers acknowledged.

Abileah worked closely with well over a score of international and Middle Eastern based peaceful and humanitarian organizations including the Quakers, the Israeli League for Civil and Human Rights, the International Fellowship of Reconcilia-

tion, and the American Friends Service Committee. In addition, he spoke with countless kings, congressmen, senators and presidents in his years of peace work in the Middle East. Perhaps one of his most notable accomplishments is the organization he founded in 1971, the Society for Middle East Confederation. This organization and its numerous partners advocate for his lifelong ideal, the confederation of Israel, Palestine, and Jordan that would allow all the people groups to live together with a shared representative government and economy, sharing the land they all call home.

From the years of 1971-1987, Abileah made thirteen speaking tours around the United States. During this time he was able to meet with U.S. peace researchers for the first time. He was disappointed with the way they discussed peace. He observed that many of them did not even practice nonviolence, and would rather sit around and talk about lofty theories and their merits and shortcomings. It was all too abstract for Abileah, and he wondered if "this branch of science will not develop to end in scientific research like philosophy and theology, detached from everyday life. It must main the concern of the man on the street (Bing, 1990, p. 137)."

Abileah did not waver in his quest for peace among Jews and Arabs in the Middle East. He displayed the epitome of principled nonviolence. Sadly, Abileah's lifelong goal has not come to pass. Times have changed and positions have hardened. There is still much nonviolent work to be done in the Middle East, and peace psychologists should take note of Joseph Abileah's inspirational example.

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Division 48 APA Council Representative Report

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The August 2012 Council of Representatives meeting included a number of action items of particular relevance to our Society for the Study of Peace, Conflict, and Violence. Topics range from psychologists involvement in national security settings, amending APA Bylaws to provide voting seats for Ethnic Minority Psychological Associations, to task force reports on educational disparities, trafficking of women and girls, guidelines for psychological practice with older adults, and resolutions on the efficacy of psychotherapy. My report principally highlights those items but also includes other action items pertinent to the APA organization and the discipline of psychology in general. Our other 48 Council Representative Eduardo Diaz provides his personal observations of the process in a separate report. As always I welcome your feedback and dialogue on these matters and ways I may be helpful as your Council representative.

COUNCIL ACTIONS OF INTEREST

A New Business Item (NBI), Reconciliation of Policies Related to Psychologists' Involvement in National Security Settings. Council received this NBI at its August 2012 meeting. Developed by the APA Member-Initiated Task Force, the item integrates APA's policies related to torture, ethics, detainee welfare and interrogation and rescinds outdated or redundant policies. This was the only NBI submitted. The designated referral groups for receiving information on this NBI are the Policy and Planning Board (P&P) which will take the lead and the Ethics Committee.

The NBI is available at http://unifiedpolicytaskforce.org. To assist in achieving the goal of developing a coherent and useful consolidated APA policy, the Task Force has implemented a multilevel review process. In mid-June a call for consultants went out to a broad range of constituencies inside and outside of APA. As of this writing the first draft policy has been reviewed by

volunteer consultants and revisions made. This fall, a second draft will be posted for public commentary and then submitted to the P&P and the Ethics Committee for review. Every effort is being made to ensure a full review within APA. Although this may result in a longer process than initially thought, with the earliest Council vote anticipated in August 2013, it is important to avoid the mistakes of the past where the PENS report was handled on an emergency basis, bypassing a full review by Boards and Committees. For more information, contact the Task Force Chair Linda Woolf at woolfl@webster.edu.

A Proposed Bylaws Amendment to Create Council Seats for the Four EMPAs generated considerable energy in the Women's Caucus, the Ethnic Minority Caucus, and the Public Interest Directorate Caucus (all of which I have joined) as well as on the Council floor. Council voted (85%) to approve the forwarding of a Bylaws amendment to the Membership for a vote in November 2012. The four Ethnic-Minority Psychological Associations (EMPAs) are: the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association and the Society of Indian Psychologists. In a related action Council approved funding for representatives of the four Ethnic-Minority Psychological Associations (EMPAs) to continue to attend APA council meetings as delegates/observers in 2013-2015.

Our Division 48 Executive Council (EC) endorsed this Bylaws change at its August 2012 meeting and encourages members to vote in favor of the amendment. A major educational and get-out-the-vote campaign is underway to ensure that the 2/3rds majority vote required to pass a Bylaws Amendment is achieved. See my article on page 6 in this newsletter for a "Statement" of highlights and Q & A regarding the proposed amendment Kudos to the statement developers, Psychologists for the Seating of the four Ethnic Minority Psychological Associations, comprised of Miguel Gallardo, Helen Neville, Derald Wing Sue, John Robinson, UshaTummala-Nara, Iva GreyWolf, David Acevedo-Polakovich, Jean Lau Chin, and former Division 48 President Deborah Ragin.

Report of the Presidential Task Force on Educational Disparities is the third and last of 2011 APA President Melba Vasquez's Task Force reports to be received by Council. Titled *Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities*, the report focuses on the growing gap between racial and ethnic minority and non-minority student achievement and the role psychology can play in addressing the impact of educational disparities. In the report's Foreword, Past President Vasquez warns that "unless more ethnic and racial minority young people achieve higher levels of education and training, the U.S. society in general will fail to cultivate the human talent that is essential for the health and success of our nation." The task force recommends more funding for early childhood education programs and increased access to bilingual education. The task force also noted that more study is needed on the individual characteristics and educational programs that have allowed some minority and immigrant students to excel; the need for unbiased expectations for all student achievement; and the re-segregation occurring in some U.S. schools systems. Available at http://www.apa.org/ed/resources/racial-disparities.aspx

Council approved additional funding for 2012 for (1) the **APA Task Force on Trafficking of Women and Girls**, and (2) the **Guidelines for Psychological Practice with Older Adults Revision Working Group was approved for additional expenditures in 2012.**

IN OTHER COUNCIL ACTIONS

APA's Council took historic action on the following key issues (much of the following is quoted from Rhea Farberman's October 2012 summary in the APA *Monitor on Psychology*):

Allocates $3 Million to Stimulate the Number of Internship Slots. "Recognizing the growing imbalance between the number of psychology graduate students who need a clinical internship to complete their degree requirements and the availability of those internships, APA's Council of Representatives voted to fund a $3 million internship stimulus program to increase the number of accredited internship positions. The funding is expected to help as many as

150 programs move from non-APA accredited to accredited status and create 520 new accredited internship positions over the next three years."

"APA has called on the entire psychology graduate education community to work together in the face of the multifaceted imbalance problem. The Association's goal, in addition to ensuring that all students are able to complete their graduate training, is to ensure quality in all facets of that training. APA is particularly concerned that students who complete unaccredited internships limit their future career opportunities."

Adopts Resolution on the Recognition of Psychotherapy as APA policy. The resolution affirms that as a healing practice and professional service, psychotherapy is remarkably effective and impressively cost-effective. "The resolution was designed to increase the public and allied health professionals' awareness of psychotherapy's effectiveness in reducing people's need for other health services and in improving long-term health. The resolution was organized by APA Past-President Melba J.T. Vasquez, PhD, to help educate the public about the value of psychotherapy, particularly as it compares with medications in addressing mental health problems."

"The resolution cites more than 50 peer-reviewed studies on psychotherapy and its effectiveness in treating a spectrum of health issues and with a variety of populations, including children, members of minority groups and the elderly," To read a press release about the resolution and link to its full text go to www.apa.org/news/press/releases/2012/08/psychotherapy-effective.aspx.

"The resolution also states that psychotherapy is effective for a variety of behavioral health issues and among various population groups, and that the average effects of psychotherapy are greater than those of many medical interventions. Large multi-site and meta-analytic studies have demonstrated that psychotherapy reduces disability, morbidity and mortality; improves work functioning; and decreases psychiatric hospitalization. In addition, the resolution notes that psychotherapy teaches patients life skills that last beyond the course of treatment. Furthermore,

while the resolution recognizes that in some instances the best treatment is a combination of medication and psychotherapy, the results of psychotherapy tend to last longer than psychopharmacological treatments and rarely produce harmful side effects."

Votes to Make Bold Changes to Governance Structure. "APA's Good Governance Project Team (GGP) is tasked with ensuring that APA's governance structure is appropriate for the challenges psychology faces in the 21st century. Under the current system, APA's council is the only governance body with the authority to determine policy, yet it only meets twice a year. The system is often criticized for being slow, cumbersome and unable to respond to rapidly changing circumstances, such as new legislation in Congress."

"With input from members and governance groups, the GGP team has developed a plan to create a nimbler, simpler and more flexible governance system that would allow for more direct member input and be more strategically focused. At its August meeting, the GGP team asked the council to consider the degree of change needed to meet those goals, whether through incremental change, moderate change or a "clean-slate" approach. In a show of overwhelming support for a new system, the council voted 135 to 22 for bolder change, moving toward the moderate change and clean-slate end of the continuum."

"The option for moderate governance transfers responsibility for budgeting, oversight of corporate responsibilities and internal policies to a newly created Board of Trustees, while a Communities of Interest Assembly would concentrate on strategically driven issues of interest to psychology and the public. The clean-slate option calls for a single governing body whose members are selected based on specific competencies. This body would be responsible for gathering broad input on a variety of issues through ad hoc advisory groups, expert summits, member surveys and more. The GGP team will solicit further council input at its next meeting in February and throughout the spring. Final approval for the new governance plan is expected next August."

"For a copy of the GGP report to the council, the approved motion and the chart outlining the three scenarios, go to www.apa.org/about/governance/good-governance. If you have questions or ideas, contact APA Executive Director of Governance Affairs Nancy Gordon Moore, PhD, MBA, at nmoore@apa.org." More detailed information on Council actions may be found at APA ACCESS http://www.apa.org/pubs/newsletters/access/index.aspx (the new bi-monthly online newsletter for all members via email) and Rhea Farberman's summary in the October 2012 APA *Monitor on Psychology*, which I emailed to you in October.

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Div. 48 APA Council Representative Summer Report
Eduardo I. Diaz

My first year on Council has been a significant learning opportunity for me, and I am very grateful the membership voted to give me the experience. APA is a complex organization, and I hope to share my current humble perspective, given I feel that I still have a lot to learn.

The most exciting observation I am led to share with you is that Council Members are showing definite interest to actually change the historic lumbering Council business practice, as evidenced by a series of straw polls regarding the Good Governance Project (see http://www.apa.org/about/governance/good-governance/index.aspx). Although the details are yet to evolve, I sincerely believe real change is in the offing.

I do not believe the proposed potential changes will be easy to accept by Divisions that have substantial representation on Council. We currently have 2 representatives but some, like Psychoanalysis (Division 39) and Independent Practice (Division 42), each have 6 (see http://www.apa.org/about/governance/council/members/division-representatives.aspx). APA member psychologists that are not affiliated with a Division (about half) have no representation on Council! I believe it is this lop-

sided representation issue that drives the movement to reform.

The current system also relies on active member participation in APA Caucuses to help move a particular agenda. While this too is expected to be modified, I thought it wise to join a caucus that appears to help facilitate diversity in the governance leadership. I chose to join the **Caucus for the Optimal Utilization of New Talent (COUNT)**. Here is the mission statement and other information that can be found in the COUNT Bylaws:

"MISSION: The purpose of the Caucus shall be to advance the talents of elected representatives of the APA Council within the governance structure of the American Psychological Association by: (1) providing a forum for newly elected representatives to Council in order to increase their individual and combined effectiveness; (2) promoting the initiatives of newly elected members of the Council of Representatives; (3) creating new mechanisms for increasing each Council member's active involvement in each phase of the governance process; (4) promoting the election of new and diverse people to Council and to APA Boards and Committees; and (5) promoting the diversity among new leaders in all areas and aspect of APA governance."

I attended an early morning meeting and was soon hooked into a leadership position on the Executive Committee of the caucus. My new role, Elections Coordinator (AKA Elections Committee Chair), involves helping to decide COUNT endorsements to the variety of elected posts within the current APA governance structure.

I am already busy on task and want to share the COUNT criteria: "Criteria for endorsement: Early career psychologists, or those new to governance, or who have supported COUNT's mission."

Did you know that you don't need to be a member of Council to serve on this caucus? Please note: "Any person serving as: (1) a member or former member of the APA Council of Representatives, (2) a current member of an APA board or committee, or (3) a current member of a board or committee of an APA division or affiliated state,

provincial or territorial psychological association, shall be eligible for election as a member of the Caucus."

I have only highlighted some things from the Council meeting experience for your consideration and hope that you engage me in conversation. Please call me at my mobile number (786) 239-2239 or e-mail me at avpmiami@aol.com to express your concerns and to advise me of your priorities. While I travel overseas a good bit, and shuttle between where three daughters and seven grandchildren reside, I will return your call or e-mail as soon as practicable. Your feedback is very important to me and I want to assure you that any vote of mine on Council is based on an independent judgment that is informed by member comments as well as the positions on issues that have been endorsed by our Executive Committee.

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Spirituality and Humanitarian Practices Working Group

Steve Handwerker

Humanitarian and Sustainable Initiative in Haiti and Detroit: Currently, our professional group—Haiti Economic Development and Viability Group—has over 70 members from 10 or more different countries participating. We aim to share information about initiatives from around the world that can work in economically distressed communities like Haiti and elsewhere. Please feel free to join us (http://www.linkedin.com/groups?gid=4074096&trk=myg_ugrp_ovr)!

Our Initiative is a team-centered approach to address entrenched humanitarian crises with sustainable solutions. Teams of professionals partner with projects, programs, and organizations to accomplish vital work in Haiti, Detroit, and other parts of the United States to achieve self-sustainability. Please read more about our overall effort at this link Green Hawaii Conferences (http://www.greenhawaiiconferences.com/Haiti-Programs.html).

We're been reaching out to grant writing professional in particular to join our Haiti professional group, and support the organizations represented in our professional group by writing grants on their behalf pro bono. We hope to start a working group on LinkedIN where these individuals can collaborate to look for financial support for Gigi's orphanage.

We are working to start a Sister to Sister Network in California where professional women mentor and support humanitarian organizations run by women in our principal locales like Haiti, Detroit, etc., and/or principally address issues affecting women and girls in these distressed communities.

I met with a Detroit native who is in the military and happens to be visiting the Hawaiian Islands. I am hoping that he will provide ideas on how best to seed the School to School Collaborative in the Detroit Schools. The Sorority is still looking for contacts in the Detroit area for us as well.

We are pulling together a complete update on happenings on HSI, including the specific work in Hawaii, our principal model for these humanitarian sustainability interventions elsewhere. I plan to send this update to the advisory team with hopes that we can schedule a meeting soon between us.

Green Youth Conference: We are preparing the Green Youth Conference website to host information on the School to School collaborative. We plan to bring this website (www.greenyouthconference.com) to full functioning by early 2013.

Another WG member is now working on the School to School Collaborative to provide a clear update and program outline to post to the Green Youth Conference website in order for schools to connect. We are working on a small grant to start our first initiative under this program—A collaborative on recycling programs between schools in the "developed" world (Hawaii) and the "developing" world (Haiti).

We now have a website manager for the Green Youth Conference website (Samantha) who will regularly update content on the site.

CO Project: The WG has been in contact with Ian Slattery, of the AFSC an organization that created online films of soldiers involved with CO at all levels. This film was presented at Orlando APA by the WG and we will be following up regarding an online site for CO.

Interfaith Dialogue: A Rabbi and WG member from Florida will be coordinating public forums and programs locally to create greater visibility for the need and nature of dialoging between the faiths. These programs and projects, including community events are ongoing.

Additional News: A psychologist from Turkey recently joined our professional network. He posted a short bio to the Linked Group. We now are 78 strong in number representing 8-10 different countries. Please welcome him to the group!

If anyone has any interest in any if these ongoing WG projects plea contact Steve Handwerker, at peacock@peacewk.org or 561-447-6700. Thank you for all that YOU do for the cause of peace.

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

Four Proposals Funded in First Small Grants Program for 2012!

Daniel M. Mayton II, Lewis-Clark State College

As of the deadline of June 11th, a total of 41 completed small grants proposals were received. The Small Grants Committee of the Society for the Study of Peace, Conflict, and Violence [Di Bretherton, Dan Mayton (Chair), Linden Nelson] was impressed with the number and quality of the proposals submitted. Also, the range of applications across the areas of research in peace psychology, development of peace psychology education programs, and community projects involving the application of peace psychology was encouraging and speaks to the diversity of the Society and within peace psychology.

Following independent rating, e-mail discussions, and then rankings, the top four proposals with the highest mean ranks were selected to receive funding. The funded proposals and award amounts are indicated in the table below.

	Amount Awarded	Title of Proposals
Janet Schofield	$1,225	Fostering Democratic Dialogue in Bhutan
Felicia Pratto Fouad Bou Zeineddine	$1,474	The double-edged sword: How exposure to political violence can both increase and hamper empathy and understandings of power
Lawrence H. Gerstein Lindsey C. Blom	$1,621	Sport for Peace with Student Leaders at Sutton Elementary School
Muniba Saleem Mina Cikara	$1,680	The influence of secure attachment in reducing differential emotional reactions toward outgroup members

One community project, one peace education project, and two research projects were funded with three successful projects in the USA and one international.

If Society funds are available, the guidelines for the next cycle of small grant proposals will be announced after the first of the year for submission by next April.

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2013 National Multicultural Conference & Summit (NMCS):

TRANSFORMING MULTICULTURAL PSYCHOLOGY: Engagement, Renewal, and Action across Generations

REGISTRATION IS NOW OPEN!

The conference that brings together psychologists from across the United States heads to the Royal Sonesta in Houston, Texas, on January 16-18, 2013. Make plans now to attend the premier multicultural conference that focuses on multiculturalism, diversity, and social justice.

Additional information can be found at http://multiculturalsummit.org

Maria Espinola and **Rachel Wahl** took part in a panel presentation at the 2012 APA conference in Orlando. The panel included two presentations that approached *The Intersection of Criminal and Social Justice* from different angles. Maria Espinola of Nova Southeastern University spoke about the importance of providing gender and culture sensitive therapy to female juvenile delinquents. Maria stressed the vulnerability of such juveniles, who often have high rates of depression, trauma histories, and related mental health problems. Her research stresses the positive role that therapy can play in the lives of such youth. Focusing on a program that integrates principles from existential-humanistic psychology, feminist psychology, and multicultural psychology and utilizes techniques that involve motivational interviewing, art therapy, and musical therapy, she shared the ways in which participation boosted youth's self-concept and capacity for expression. Maria argued that failing to provide therapeutic services that take into account the gender and the culture of incarcerated youngsters can be particularly damaging considering that ethnic minorities are over-represented in juvenile facilities and that the profiles of young female offenders are substantially different than the profiles of young male offenders.

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The second paper analyzed individuals on the other side of the criminal justice system: law enforcement officers. **Rachel Wahl** of New York University examined how Indian law enforcement officers who have the potential to take on leadership roles related to human rights understand and explain violence in their work, and how they respond to human rights messages that condemn state violence. Rachel found that state violence may be partially explained by officers' beliefs about the nature of justice. While human rights professionals identify torture *itself* as the problem and view all victims of torture as equally wronged, officers see *different types of torture* and *different types of people*, each category of which has its own moral code. Officers condemn torture that is done to innocent people as the result of bribery or political pressure. However they see this as a "misuse" of torture. They argue that torture of criminal suspects is necessary and moral. Officers often draw

from a moral narrative in which violence punishes and prevents wrongdoing. They reconcile this belief with the human rights framework by interpreting human rights as conditional and inapplicable to the categories of "criminals" and "terrorists." Rachel concluded with recommendations for interventions with law enforcement officers. For example, she advises that while outside of trainings human rights activists play an adversarial role in relation to state actors in order to hold them accountable; within trainings they could be more successful by better connecting human rights to officers' conceptions of justice.

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With four students from military families, **Dr. Wayne Klug** has co-authored *Treating Young Veterans*, just published by Springer. Titled "The burden of combat: Cognitive dissonance in Iraq war veterans," their chapter examines how soldiers who have killed in battle deal with the conflict between two views of themselves: as decent and humane people—who have taken human lives. "I hope the book will give readers another chance to think about the cost of war as a social policy," Klug said. "The psychological turmoil among the veterans in our study makes me think we owe them that." Klug recently received the inaugural Award for Outstanding Teaching and Mentoring for Community College Faculty, given by APA's Division 9. More information at http://www.berkshirecc.edu/News/index.cfm?InstanceID=964&step=show_detail&NewsID=330.

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In October 2012, the Peace and Justice Studies Association presented **Marc Pilisuk** with the Howard Zinn Lifetime Achievement. Marc earned his PhD in 1961 from the University of Michigan in Clinical and Social Psychology. A Professor Emeritus at the University of California, he currently serves on the faculty at the San Francisco-based Saybrook Graduate School and Research Center where he has taught on conflict resolution, globalization, ecological psychology, and sustainability. Prof. Pilisuk's distinguished academic career spans five decades, delving into topics of peace and violence, social justice, environmental politics, social networks, and family care-giving. He joined the faculty

of UC Davis in 1977 where he taught for 15 years as Professor of Community Studies and chaired the Department of Applied Behavioral Sciences. Most recently, he co-edited *Peace Movements Worldwide*, a three-volume collection examining the history of peace movements around the world, with contributors including Daniel Ellsberg, Howard Zinn, Johan Galtung, Jody Williams, and Michael Lerner. In other news, Marc will be updating *Who Benefits from Global Violence and War: Uncovering a Destructive System* and publishing it in a soft cover edition. In addition, Saybrook University is preparing an MA and PhD program in Transformative Social Change.

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Hal Bertilson is searching for examples of structural violence and citations of articles on structural violence published outside of *Peace and Conflict: Journal of Peace Psychology*. Please forward to Hal Bertilson at hbertils@me.com. Hal is working on several structural violence manuscripts.

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V. K. Kool, Professor of Psychology at the State University of New York, Utica has been selected as a Fulbright Specialist to deliver a series of lectures on Peace Psychology at Mysore University, India during January and February 2013. The Haceteppe University, Turkey has also invited him to teach Peace Psychology in a new postgraduate program on conflict resolution beginning fall 2012. A veteran of peace studies, Professor Galtung, of George Mason University, is scheduled to initiate this program during its first week of operation. Also, Professor Kool met Dalai Lama and presented a copy of his book, *Psychology of Nonviolence and Aggression*, published by Macmillan Palgrave, 2008.

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Ipek S. Burnett's chapter "Fractured Skull: A Portrait of the Veteran, Iraq to Occupy" can be found in the recently published *Occupy Psyche: Jungian and Archetypal Perspectives on a Movement*. A contribution to the growing cannon of literature on the Occupy Movement, this collection of essays engages Jungian, archetypal, and depth psychological ways of understanding how Occupy is living in the collective imagination, or, how psyche is occupying collec-

tives through the movement. The tension between the 99% and the 1% is amplified by some authors through images of the Villain and the Hero, Positive/Negative Father Complex, the body-head split, and notions of ensouled action versus degrees of soullessness. Other authors indwell the between spaces with storytelling, embodied imagining into the fractured skull of Scott Olsen, and questions of how to situate movement and its edges. Working alchemical stones of hope, this book is a dynamic conversation into the unconscious complexes of Occupy that remembers to cast a critical eye on the potential failings of its own epistemological structures.

⁙

Daniel Bar-Tal and Izhak Schnell have published *The Impacts of Lasting Occupation: Lessons from Israeli Society* with Oxford University Press. According to the authors, protracted occupation has become a rare phenomenon in the 21st century. One notable exception is Israel's occupation of the West Bank and Gaza Strip, which began over four decades ago after the Six-Day War in 1967. While many studies have examined the effects of occupation on the occupied society, which bears most of the burdens of occupation, this book directs its attention to the occupiers. The effects of occupation on the occupying society are not always easily observed, and are therefore difficult to study. Yet through their analysis, the authors show how occupation has detrimental effects on the occupiers. The effects of occupation do not stop in the occupied territories, but penetrate deeply into the fabric of the occupying society. *The Impacts of Lasting Occupation* examines the effects that Israel's occupation of Palestinian territories have had on Israeli society. The consequences of occupation are evident in all aspects of Israeli life, including its political, social, legal, economic, cultural, and psychological spheres. Occupation has shaped Israel's national identity as a whole, in addition to the day-to-day lives of Israeli citizens. Daniel Bar-Tal and Izhak Schnell have brought together a wide range of academic experts to show how occupation has led to the deterioration of democracy and moral codes, threatened personal security, and limited economic growth in Israel. The book is available at Oxford University Press at www.oup.com/us. Individuals can save 20% with promo code 31056.

The Foundation of Muslim Rage

Violet Cheung-Blunden and Bill Blunden

Close-ups of Muslim protestors packed the centerfold of *Newsweek* on September 24, 2012. Furrowed brows, flaring nostrils, and squared mouths made anger evident without consulting Ekman's manual for coding emotional expressions (Ekman, 1992). Yet, it's interesting to note that many protestors told news reporters they have not seen the provocative video—*Innocence of Muslims*. This is not an uncommon scenario when it comes to mass public outcry. Ali (2012) described her experience in 1989, when she was 19. She participated in a rally in Kenya where demonstrators burned Rushdie's *The Satanic Verses*, a book which she had never actually read. Since this kind of visceral response is not founded on a first encounter with the instigating object, some labeled the emotion false rage.

The events in Libya are in line with our research on public sentiment post 9/11 (Cheung-Blunden & Blunden, 2008a; 2008b). We pointed to anger as the linchpin emotion that rallied Americans behind the subsequent military campaigns in Iraq and Afghanistan. While it's true that democracy provides a formal channel for the public to influence policy, mass emotion can be a powerful agent of change in other political systems as well. Eruptions of public outcry have given Egypt a new government, thrown Libya into a revolution and pressured Syrian senior officials to defect from the Assad regime.

Given the central role of mass emotions in social change, it's worth investigating how emotions are generated. The common view of emotions is that they are caused by an event. But if that were the case then events of 9/11, as they were depicted on the TV screens worldwide, should elicit the same emotion in everyone. But that's hardly the case; contrast the response of victim's relative against that of a terrorist.

Obviously, emotional reactions are not solely determined by an event, but also by its subjective meaning to each viewer. This theoretical argument can be found in the appraisal theory (Lazarus, 1999; Frijda, 1986; Roseman, 1991). When we applied appraisal theory and examined the origins of anger in the wake of 9/11, we pointed to a sense of relevance (whether 9/11 matters to one's own well-being) and attitudes toward terrorism (whether terrorism is viewed as a justifiable strategy) as the main ingredients of anger post 9/11. The incident in Libya emphasizes another cause of anger—a sense of indignation (Nisbett, 1993). This factor should be further studied as an appraisal because it is a subjective judgment of the video, not the video itself. Although researchers are still searching for the necessary and sufficient conditions for anger, suffice it to say that appraisals are primary sources of anger. There is nothing false about the anger in Muslim streets, the eye brows, nostrils, and all.

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SOCIETY OF INDIAN PSYCHOLOGISTS
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Linda Woolf (see Historian/Archives)

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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
Richmond, VA 23226

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

Thank you.

Help seed peace.

Please Welcome Our
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. Continuing a trend, 90% of our new members are students, so please make a special effort to help them become integrated into and feel at home in our Society. Also, remember to suggest membership to any of your colleagues and students who share our interest in peace and conflict resolution. Please spread the word to your friends and colleagues and direct them to www.peacepsych.org to join us. We count on your energy and enthusiasm to participate in Peace Psychology activities. Please reach out to welcome any of them you know!

Thomas Altro, Orlando, FL
Barbara Beimesch, Crestview Hills, KY
Stacey Bellem, Westbury, NY
Katherine Carvajal, Fort Hood, TX
Marlow Davis, Dayton, OH
Katelyn DeFrangesco, Limerick, PA
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peace is possible.
think it. plan it. do it.

DIVISION 48 *Website*

Visit the Division 48 website at: http://www.peacepsych.org
Or you can go to the APA website: **http://www.apa.org/about/division/index.aspx**
Scroll down to Division 48, and click on it. Our website address is at the bottom of that page.

CHANGED YOUR EMAIL ADDRESS?

Send your updated email address to Carolina Muñoz Proto at cmunoz_proto@gc.cuny.edu so that we can in-sure that you are receiving Society Announcement Messages! Announcements are sent out infrequently but include Voting and Convention information.