



PEACE Psychology

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

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Nelson Mandela 1918-2013



“No one is born hating another person because of the color of his skin, or his background, or his religion.

People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

— Nelson Mandela

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This edition of *Peace Psychology* was produced by:

Michael R Hulsizer
Editor, hulsizer@webster.edu

Judy Vorisek
Design director & associate editor,
judy.vorisek@gmail.com

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From the Editor



**Michael R.
Hulsizer,**
Editor

This issue of *Peace Psychology* begins with Division 48 President Rachel MacNair's discussion of three Presidential Task Forces related to peace psychology. These very important task forces are still forging ahead collecting data. Please consider contacting them if you want to be involved. The issue of Military Drones is explored further in a column by President-Elect Brad Olson.

Also included in this publication are several issues of importance to many in the division. For example, an article detailing the reconciled anti-torture policy is included along with the details of its adoption by APA and the fact that the PENS report has now been rescinded. Ani Kalayjian and Leysa Cerswell discuss the role peace psychologists have played in the Nation's reaction to the school shootings at Sandy Hook Elementary in Newtown, CT on December 14, 2012.

Several interested research articles, conducted with the support of the Division 48 small grants award, are provided. Contact the Division if you are interested in getting funding for your peace-related research. Also included in this issue are several interesting articles on The Fifth Lucky Dragon, The History of the Division, and the role of APA in the Military. Lastly, Linda Woolf has provided an excellent article on LGBTQI Rights.

Sadly, this issue also marks the passing of two icons in the field of peace. Nelson Mandela passed away at age 95 on December 5, 2013. His stand against apartheid was an issue that prompted many to become active agents of social change. While a college student, I became more keenly aware of human rights issues due in large part to the Campaign Against Apartheid. The notion that we could make a difference in another part of the globe by protesting, advocating for divestment, and pushing the local political establishment to change was a transformative moment for many of us who came of age during this time period. In the pre-Internet era, it took someone like Mandela to force the media to carry his message to the masses around the globe. Yet, Mandela was quick to assert that he was human. Indeed, he stated "I am not a saint, unless you think of a saint as a sinner who keeps on trying." Despite his flaws, Mandela forever changed our world for the better.

The same could be said of one of the founders of our Division. Throughout his entire life, Milton Schwebel was a tireless proponent of social justice, human rights, and peace psychology. Most importantly, he helped shape our Division as the founding editor of *Peace and Conflict: Journal of Peace Psychology*. After Milt passed away at the age of 99 on October 3, 2013, I sent out a request to the Division to send me their thoughts about Milt. Please look over the responses detailed on page 10. Milt's family has requested that memorial contributions be made to support *Peace and Conflict: The Journal of Peace Psychology*. Checks can be sent to APA Division 48, 750 First Street NE, Washington DC 20002. Please consider a contribution in his name.

Finally, it is with a heavy heart that I turn in my last official issue as editor for *Peace Psychology*. The first issue I edited was published in Spring 2008. I was nervous about the prospect of following in the shoes of Juvia Heuchert (our new Treasurer). Juvia had created such a gem of a newsletter. I have tried to create a publication that reflects the diversity of ideas, approaches, and the wonderful work being done in the field of peace psychology. I hope you have found the newsletter informative and worthwhile.

Over the past several years, I have truly enjoyed working with the leadership and membership in my capacity as newsletter editor. I have looked forward to each dead-

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line to read about your research, advocacy, and thoughts on issues surrounding peace psychology. Most importantly, I have valued working with each of you to get that information out to our membership.

Along the way I have worked with some very dedicated, exceptional leaders in the Division. I will always be indebted for the opportunity I was given in 2008 by Past-President Deborah Fish Ragin. Since then, I have worked with the following Past-Presidents: Eduardo Diaz, Joe de Rivera, Julie Levitt, Gil Reyes, and Rachel MacNair. All of which had very different styles but one common passion—peace psychology. The Division has truly benefited from their leadership and will continue to thrive under the leadership of Brad Olson and Becky DeZalia.

The list of executive committee members I have worked with is much too long for me to thank each person individually (as editor I need to be mindful of space constraints). However, I would be remiss if I did not thank Linda Woolf, Kathleen Dockett, and John Gruskos for all of their help over the years. Additionally, I hope everyone is reading about the wonderful work being done by the working group/task forces led by Linden Nelson, Dan Mayton, John Paul Szura, Gregory Sims, and Steve Handwerker.

Last, but not least, I need to thank Judy Vorisek, the Design Director and Associate Editor of the newsletter. I do the easy work of collecting the material. Judy transforms all of your work into a piece of art. I am indebted to her for all of her work on the newsletter.

Please continue to submit your thoughts, announcements, short research reports, and essays for the next edition by March 30, 2014. I will be collecting submissions until we find a replacement. Please forward the ad on page 33 to anyone you feel may be a good candidate.

In peace,



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

2013 PRESIDENTIAL TASK FORCES



Rachel M. MacNair,
President

BACK WHEN I WAS IN COLLEGE and part of the activist contingent at our Quaker school in the late 1970s, I remember a fellow student expounding on the horrors of nuclear weapons, making a solid case that they should be entirely banned. Another student, not in the activist contingent, inquired as to how we could do this as long as the Soviets maintained a large stockpile. This was not a startling idea out of the blue; it was the most common objection. And yet my friend had no answer! I had plenty of good answers, and so stepped in, but I always remembered this as a lesson in effectiveness. We have to have interaction with all the arguments; we need to know what they are, and we need to take care not to lose credibility by not doing so.

I also had the experience of serving as a reviewer on an APA task force about a hotly debated issue (it doesn't matter to my point which one). A perusal of the membership appointed to this task force showed the deck was stacked—it would come to a foregone conclusion. Had they made a good strong case for that conclusion, then they could claim the mantle of science, albeit for the arguments behind just the one conclusion, with other arguments to follow. But the Procrustean bed into which they forced the science was, to my eyes, so painfully obvious that I thought they had actually sabotaged their own case. Had they been able to get to their conclusion by keeping the rules, offering alternative explanations for the data, showing a clear understanding of what the different perspectives were, then they would have done so. The appearance of a foregone conclusion in search of a rationale made their case far less credible. Since I disagreed with their conclusion, I was concerned only about the harm to APA and its science credentials.

But I thought, what if this was done for a conclusion that I do agree with? When the deck is stacked in membership, when alternative explanations are ignored, when the perspective of only one side of a debate is presented unchallenged, then that could do the same damage in terms of lost credibility. I don't want to see that happen on issues I care about.

So when I was in a position to appoint divisional Presidential Task Forces, I followed these ideals: we'll have multiple perspectives (pro, con, and otherwise), collegial but vigorous discussions, robust review. We'll see where the consensus is, where the disagreements remain, and what research needs to be done yet to address those. For all of the issues, we'll see what's known and what research needs to be done for what isn't. And we'll look at those issues in a more comprehensive way.

We sent out the call for nominations APA-wide, and got some people from outside APA as well. There are three task forces, now all working hard: Weaponized Drones, Death Penalty, and Abortion. Here are the specifics:

Presidential Task Force: Weaponized Drones

On the weaponized drones (as distinguished from surveillance drones and useful consumer drones), this is new and the direct literature is sparse. Enter "drones" in a search and it mainly

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covers bees. Enter the technical term, “Unmanned Aerial Vehicles,” and it mainly gives technical reports. There is naturally more coming out now, but much of the research involves looking at tangential literature that could apply.

In our last newsletter, Brad Olson expounded especially on the concern of what is often called the “magic button effect.” Literature is scarce, but it is also becoming clear that the drones are not a magic button to the operators of the system. They do see the before-and-after, they are aware of the sensations that go with deliberate killing, and it is proving psychologically hard on them. The upper echelon of people that order the strikes are more remote, but of course they also are more remote from any of the other kinds of warfare they order other people to do.

But task force questions are intended to be more comprehensive, well beyond the impact on operators and decision-makers. Some of the questions that co-chair Alaa Hijazi has come up with from the literature: What does it do to impacted communities? Do drone strikes by a different country undermine citizen perception of sovereignty of their own government, and how would that affect nation building and citizen participation? Do they cause a sense of “anticipatory anxiety”? In light of some reports that not all strikes are targeted at specific individuals, but some are “signature strikes” that targets certain patterns of behavior, would that alter social fabric of society—weddings, funerals, Jirga (community resolution forums), thus undermining social support in the community? What does a “double tap” do—reports that drones hit a certain area twice, and how that might interfere for saving wounded, and starting funeral processes, which are important elements in the culture?

Another obvious question for psychology would be to examine what the specific therapy needs are, to help undo the damage to those communities. Therapy needs specific to the drone operators are needed not only to heal the psychological damage to them, but to prevent future acts of violence coming from the emotional numbing and explosive outbursts often entailed in PTSD.

Anyone with questions or references or comments is encouraged to send them to DronesTF@peacepsych.org.

Presidential Task Force: Death Penalty

When we held a symposium on these task forces at the APA convention in Honolulu this year, the questions for the death penalty task force were especially vigorous. This makes sense because in the wider APA from which the audience was drawn there is a lot of interest in prison issues. Craig Haney gave a plenary, introduced by Phil Zimbardo, concerning needed prison reform from a psychological point of view, and around a couple hundred people attended.

The greatest amount of literature on this topic is on the question of whether the death penalty deters murder in the general population, a main assertion of its proponents. The preponderance of the studies is showing it does not. But there are many other questions to ask as well, from the point of view of psychology and the need for further research:

What is the impact of executions on those who carry them out? Is it traumatizing? Do they have clinical needs that should be addressed? What is the impact of executions on the murder victims’ families? Does it bring closure, cause further traumatization, or have no effect? If it varies by individual, what are the factors that make one reaction more likely than another? Is the psychological condition of being on death row tantamount to torture? Are the concepts of “death row phenomenon” and “death row syndrome” valid psychological constructs, which should inform public policy? What are the therapeutic needs identified specifically for those on death row? In addition to the trauma of death row itself, do those who are guilty of committing homicide have Post-traumatic Stress Disorder symptoms that need to be therapeutically addressed? What are the specific characteristics needed for such therapy in the death row setting? What is the psychological impact of being a family member of someone on death row? How does this compare to being a family member of those imprisoned? What are the specific therapeutic needs? What is the psychological impact of deciding on a death penalty for judges, attorneys, juries, and governors? What psychological features help to explain their behavior?

What do studies show across cultures, so we can ascertain what impacts are due to culture and what is more universal?

Anyone with questions or references or comments is encouraged to send them to DeathPenaltyTF@peacepsych.org.

Presidential Task Force: Abortion

As will surprise no one, the abortion task force is the most challenging. For one thing, while the vast majority of our members, if not the totality, oppose weaponized drones and the death penalty, there is much more of a split among peace psychologists about abortion—pro-choice, pro-life, and the middle ground in between. I myself am a strong advocate of the consistent life ethic and pro-life feminism, as any googling of my name will immediately attest. Secondly, the arguments go down to the core. It would be as if we had a task force not merely on the study of weaponized drones, but on the entire military. One could imagine that going that deep would stir up much more difficulties.

There are, of course, perspectives that would never be considered under peace psychology. Not anti-abortion views that are harsh or judgmental or male-domineering toward women, or insensitive to supplying the needs of pregnant women that require governmental services. Not those favoring abortion availability in support of coercion, eugenics, racism, or various forms of male-domineered sexual exploitation. Only the pro-choice and pro-life views that are compassionate to all involved will be worthwhile as theoretical perspectives.

The task force can only have pro-lifers that can work with pro-choicers, and pro-choicers that can work with pro-lifers, which is no easy undertaking. While we have found a set of those (and all of the pro-lifers are women), the dynamics of how well that will work out remain to be seen. Unlike the other two task forces, we do have a member working entirely on conflict transformation for the public in general and researchers in particular, a contribution that would be especially in our expertise to make.

As with deterrence of murder for the death penalty, there is one area that has received a great deal of research attention—the mental health impact on those women who get abortions. The methodological difficulties are especially rampant in this area, further fueled by the differing theoretical frameworks for what findings mean. But there are quite a few other questions that have a dearth of literature, especially on treatment for those women who feel the need of it. But there does seem to be a consensus between researchers of different perspectives at least on risk factors that can be drawn out of all the literature.

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Meanwhile, there are issues of violence to women of particular interest to peace and upon which all sides may be able to find some agreement: abortion's relationship to intimate partner abuse, coerced abortions (by the state or by families), and considerations on rape, sexual trafficking, impact of war, and sex-selection abortions.

Anyone with questions or references or comments is encouraged to send them to AbortionTF@peacepsych.org.

Online Courses

Finally, I had mentioned in my statement running for president that one of my initiatives would be to encourage online courses, on the thinking that this was a wave of the future. This would allow students to supplement with peace psychology courses that aren't available on their own campuses. It would also allow wider participation in the courses themselves, including internationally, which would make for higher quality in the courses.

I thought that we have plenty of talent within our Society and could find good courses that our members might be willing to offer online if we could find an institution to partner with so that students could get credit which they could transfer to their home institutions. However, when trying to find such an institution, the idea seems to be altogether too innovative for the bureaucracies of those places that do offer online courses (even the profit-making ones, and of course we'd prefer non-profit). If anyone knows otherwise, please let me know, but until we know of something more, the project has to be on hold.

We also had the ambition of listing on our web site a catalog of courses from institutions that already offer good peace psychology courses and would allow students from other schools to take one for credit that they could transfer to their home institutions. We got a good list from Saybrook, but that was the only one. Surely there are other colleges out there? If anyone knows of already-established online courses we should be spreading the word about, please also send that to me.

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

2013 APA Convention Summary

Katherine Lacasse, Clark University
2014 APA Convention Program Chair

The beaches of Honolulu, Hawaii were a beautiful backdrop to the 2013 APA Convention, and many members joined us this year presenting on the Division 48 theme "Outreach with Peace Psychology: Different Methods, Different Constituencies." As hoped, a variety of presenters provided insight into the multiple ways peace psychologists are engaged around the globe. The presentations varied from exploring the relationship between inner and outer peace, examining mental health outcomes and collective memories in the aftermath of mass violence in Sierra Leone and Israel, and the application of conflict resolution techniques in Northern Ireland and Honduras. We also were pleased to honor Ephraim Isaac, M. Brinton Lykes, and Dean Pruitt for their years of service in the fields of conflict resolution and peace-building throughout Africa, South America, Europe, and the United States.

The hospitality suite was also busy, and was a place for dialogue-focused sessions on topics such as public pacifism, the role of shame and humiliation in violent offending, and strategies for integrating peace psychology into course curriculums. Additionally, the Presidential Task Forces on drone warfare, abortion, and the death penalty each met to present their progress to members of the division. One of the highlights from the convention was the connection being forged between the Peace Psychology and Community Psychology divisions. Our joint social hour brought together practitioners, researchers and students from both divisions, and gave us all the chance to hear new perspectives while enjoying good company. We hope to keep building a relationship between our divisions, and have already planned some collaborative sessions for the APA Convention in 2014.

Looking forward, these kinds of inter-divisional collaborations are going to play a pivotal role in the way future APA con-

ventions are designed. Starting with this upcoming 2014 convention, 200 hours of session programming will be devoted to "Collaborative Programming" that is sponsored by two or three divisions and is broadly applicable to a wide range of attendees. These sessions will largely be devoted to the eleven themes of the convention, will create links between research and practice, and will often have creative and interactive presentation styles. They will highlight the cross-disciplinary nature of a variety of issues and will hopefully allow attendees to begin to form new collaborations as well. Members of Division 48 are already quite adept at making connections between theoretical perspectives, research on the ground, and the work of practitioners, so this new focus may offer opportunities for members to get involved in innovative ways. Along with the new collaborative sessions, there will still be opportunities to apply for symposiums, skill-building sessions, conversation hours, posters and individual papers through Division 48. The one difference for the submissions to our division this year is that individual paper submissions will now be considered for "Quick Peace" Presentations in which 7-8 participants present for 5 minutes each, with 10 minutes at the end for individual questions and discussion. These types of sessions tend to be fun for presenters and popular with attendees, so we are looking forward to trying out this new format.

Please consider being a presenter at the 2014 APA Convention, which will take place August 7-10 in Washington DC. Feel free to email me (klacasse~@clarku.edu) or my co-chair Maggie Campbell (MaCampbell@clarku.edu) with any questions. We are looking forward to organizing a fun and informative programming schedule!



Division 48 Letter of Inquiry to the APA Ethics Office on Psychologist Involvement in Drones

Those of you on our discussion listserv know that quite a few Division 48 members have become increasingly concerned about the widespread use of weaponized drones by the U.S. military. As peace psychologists we're particularly aware of the psychological trauma that drone use brings to those communities fearful of and subjected to these attacks. And although we don't know the extent to which psychologists might be involved in various aspects of drone operations, such possibilities raise important ethical questions for our profession.

As a first step in taking action regarding our drone-related concerns, about a dozen listserv members collaborated on drafting the inquiry below to Dr. Stephen Behnke, director of the APA Ethics Office. I sent the letter (below) to him in early October, and after a follow-up email from me mid-month he confirmed that he has received our request. So we are now awaiting a reply responsive to our specific questions from Dr. Behnke, which I will share with the membership when it arrives.

I feel that our listserv discussions and letter drafting went very well. Thanks to all of you who were involved. Reflecting on the energy and the process, it's my interpretation that a critical mass of the Division 48 membership does *not* feel comfortable remaining value-neutral on either the broad issue of drones or the specific possibility of psychologist involvement. Starting from a value stance on drones still means that we continue to listen to alternative perspectives and engage in dialogue with open minds. It still means we may have diverse opinions within our own group. It also means that our Society has a role to play in the national dialogue on the use, ethics, and legality of drones. And it means that we can publicly acknowledge that the use of these weapons is ethically problematic in a variety of ways.



Brad Olson
President-Elect

Brad Olson can be contacted at Bradley.Olson@nl.edu

Dr. Stephen Behnke
Director, APA Ethics Office
750 First Street NE
Washington, DC 20002

October 3, 2013

Dear Dr. Behnke:

Members of APA's Society for the Study of Peace, Conflict and Violence are deeply concerned about the U.S. military's extensive use of weaponized drones. These drones inflict profound psychological trauma, not only upon the families of victims but also upon the fearful communities living under constant threat of deadly and destructive attacks.

One critical dimension of our broad concern involves questions regarding the professional ethics governing psychologists' involvement in drone warfare. We are therefore reaching out to you and your office to request timely guidance regarding how the APA Ethics Code addresses the following scenarios:

1. According to the Code, is it permissible for a psychologist to directly operate or otherwise be involved in the operation of a weaponized drone?
2. According to the Code, is it permissible for a psychologist to work as an intelligence consultant involved in the targeting of drone strikes?
3. According to the Code, is it permissible for a psychologist to participate in programs designed to select drone operators or train them in such a way as to overcome the natural psychological aversion to killing other people?
4. According to the Code, is it permissible for a psychologist to assist in promoting public support for the use of weaponized drones by misrepresenting evidence of the psychological harms that result from such attacks?

We recognize that these questions may not necessarily reflect the current activities of any psychologists working for the Department of Defense, the CIA, or other agencies or corporations. But we also understand that your Ethics Office "serves as a resource to members and the Association in addressing new ethical dilemmas as psychology grows and evolves as a discipline." It is our view that there is an urgent need for the psychology profession to confront the ethical challenges posed by the multifaceted use of drones—currently as weapons in counter-terrorism operations overseas and as instruments for domestic surveillance, and in the future as fully autonomous weapon systems.

Thank you in advance for providing us with your perspective as the director of APA's Ethics Office. We look forward to hearing from you and to sharing your reply with our membership.

Sincerely,
Brad Olson, PhD
President-Elect of Division 48

Reconciled Anti-Torture Policy Adopted and PENS Rescinded

Linda M. Woolf, Webster University, and Kathleen Dockett, University of the District of Columbia

In August 2013, the APA Council of Representatives (CoR) voted on three important actions reflecting significant movement forward on the path to social justice and human rights.

1. CoR voted almost unanimously (92%) to adopt the Policy Related to Psychologists' Work in National Security Settings and Reaffirmation of the APA Position Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment.
2. By the same margin as the Policy, CoR voted to rescind the Report of the APA Presidential Task Force on Psychological Ethics and National Security (PENS). Note that rescind is the terminology used by APA for annul.
3. CoR voted almost unanimously (97%) to receive the Report of the APA Member-Initiated Task Force to Reconcile APA Policies Related to Psychologists' Work in National Security Settings.

Each of the actions above is incredibly important in our work towards the protection of prisoners and their rights and establishing ethical guidance for psychologists working in national security settings. Indeed, many within the Society for the Study of Peace, Conflict, and Violence as well as the Divisions for Social Justice were instrumental in working on this Policy and provided valuable consultation and feedback.

The Reconciled Policy

The Reconciled Policy adopted by CoR in early August consists of a consolidation and reconciliation of the numerous policies adopted by APA related to psychologists' work in national security settings and torture for the past eight years. The need for such a unified policy was highlighted by the following major concerns. First, without a single, unified policy, many individuals appeared to have been unaware of the myriad of APA anti-torture and human rights policies. Indeed, it seemed as if some individuals and publications were taking a "buffet" approach to APA policy on the issue. Without all of the resolutions in one place, it was easy to ignore policy that one may or may not like. Second,

due to the progressive nature of the policies over time, inconsistencies and contradictions were created among the various documents. For example, the 2005 PENS Report was no longer consistent with the APA Ethics Code revision of 2010. Third, serious flaws in the PENS process and policy resulted in outrage among APA members and led to Council's passage of four post-PENS policies and an Ethics Code revision to correct a host of ethical and human rights concerns. Finally, viewing redundant, contradictory, conflicting policies in isolated resolutions increased the risk that APA's position would be confusing and of little guidance to practitioners in the field. Hence, the need for a single, consistent document that places human rights at the forefront of APA policy.

There are several major advantages of the new Reconciled Policy adopted by CoR.

The Petition Resolution (voted on as the Referendum) is now at the forefront of APA policy. Indeed, it is the first item within the policy and as such, if one does not meet this first criterion, the other elements are moot. Psychologists are not to work in settings operating outside or in violation of international law, unless working directly for the detainee. There is absolutely no equivocation on this point. Indeed, the Petition Resolution also continues to stand as an independent policy within APA as well as part of the Reconciled Policy.

The tenet that "conditions of confinement" can constitute torture is also placed at the forefront of APA policy. As noted by the authors of the Petition Resolution (2008; <http://www.apa.org/news/press/statements/work-settings-con-rebuttal.aspx>):

The referendum is specific, provides clear context, and sets a high bar: in settings where people are detained outside of the law—places where treaties such as the Geneva Conventions and Convention Against Torture are ignored or declared not to apply—psychologists can work only for those detained. U.S. "jails, prisons, psychiatric hospitals . . ." all function within the legal system.

However, the 2007/8 Resolution made clear that conditions of confinement could be constituted as a form of torture. Hence, the Policy passed by CoR in August includes the following:

APA further recognizes that some settings, which do not constitute unlawful detention settings as defined in Statement 1, nonetheless have conditions of confinement that constitute torture and other cruel, inhuman or degrading treatment or punishment. APA expresses grave concern over such settings in which detainees are deprived of adequate protection of their human rights, affirms the prerogative of psychologists to refuse to work in such settings, and will continue to explore ways to support psychologists who refuse to work in such settings or who refuse to obey orders that constitute torture.

Hence, the new Reconciled Policy extends beyond the Petition Resolution to take into account sites not included under the umbrella of "outside international law." This is an example of where the policies combined are stronger than the policies in isolation.

Human rights are brought to the forefront of APA policy. The second element of the Reconciled Policy is the inclusion of the revised 2010 Ethics Standards 1.02 and 1.03 in APA's position against torture and cruel, inhuman, or degrading treatment or punishment. Under PENS, one could ignore human rights in favor of following the law—what some described as the Nuremberg defense. Under the Ethics Code and the Reconciled Policy, there is absolutely no justification for the violation of human rights, inclusive of times of war or any other emergency. Hence, no one who violates human rights can hide under the shield of "I was following orders."

Major portions of the Reconciled Policy are now enforceable under the Ethics Code. APA policies (e.g., most CoR Resolutions) are often aspirational in nature but not necessarily enforceable. Only the Ethics Code within APA is enforceable in its entirety. Action can be taken against members who violate the Ethics Code but not necessarily APA policy. This is not a minor point. Most of the

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previous Resolutions/policy concerning torture within APA were not linked to the Ethics Code and hence, lacked a measure of enforceability. The problem is corrected in the new Reconciled Policy as elements of the Ethics Code are interwoven throughout the document. Such integration of the Code into the Policy makes the vast majority of the Policy enforceable within APA and other boards that tie the Ethics Code to licensure. Unfortunately, the Petition Resolution was not written to be enforceable under the Ethics Code. Those, in the future, who want to increase the enforceability of this component of the Policy, should address this limitation.

International Law remains at the forefront of the anti-torture policy. There was a push by many to place domestic law at the forefront of APA policy as codified in the PENS Report. As stated by one reviewer, "All federal employees are required to follow the US Constitution. This includes any international instruments to which the US is a signatory. If the US is not a signatory to a particular instrument, then it may not be legal for a federal employee to follow that international instrument." Nonetheless, we followed the path of all of the other APA anti-torture policy documents and worked to insure that international law remains primary in the Reconciled Policy.

It should be noted that according to the Legal Information Institute, Cornell University Law School, "treaties such as the International Convention on the Elimination of All Forms of Racial Discrimination; the International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights provide the international legal framework to protect human rights" (http://www.law.cornell.edu/wex/human_rights). The United States is a signatory to these three major human rights documents. The United States is also a signatory to the Convention Against Torture and the Geneva Conventions.

As part of the policy, psychologists working in national security settings are expected to have general knowledge of relevant legal and human rights concepts and seek guidance from those knowledgeable of international law when needed. Psychologist are expected to become familiar with human rights documents relevant to their roles, such as: Common Article 3 of the Geneva Conventions; the United Nations Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment; the Geneva Conventions; the Principles of Medical Ethics Relevant to the Role of Health Personnel, Particularly Physicians, in the Protection of

Prisoners and Detainees against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment; the Basic Principles for the Treatment of Prisoners; the United Nations Principles on the Effective Investigation and Documentation of Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment; and the World Medical Association Declaration of Tokyo, Guidelines for Physicians Concerning Torture and other Cruel, Inhuman or Degrading Treatment or Punishment in Relation to Detention and Imprisonment.

The definition of torture and cruel, inhuman, or degrading treatment or punishment is strengthened. The Reconciled Policy's definition of torture is grounded in International Law, specifically the United Nations Convention Against Torture (UNCAT). Unfortunately, the UNCAT does not provide a definition of "cruel, inhuman, or degrading." Different definitions existed in the various policy documents prior to the creation of a unified policy. The Reconciled Policy strengthens the definition of "cruel, inhuman, or degrading" as it draws on three definitions. Each definition by itself contains loopholes. However, when combined, the definition and hence, the prohibition against cruel, inhuman, or degrading treatment or punishment, is absolute, tied to international law, and operationally defined. Moreover, the Reconciled Policy is explicit that the condemnation of torture and cruel, inhuman, or degrading treatment or punishment applies under any and all conditions and is applicable to all individuals, in all settings and in all contexts without exception, including detention and interrogations of any persons.

The Reconciled Policy is explicit that one cannot be a passive bystander. The Reconciled Policy mandates that psychologists shall intervene when they see acts of torture or cruel, inhuman, or degrading treatment or punishment and also have an ethical responsibility to report. Indeed, the Reconciled Policy states:

All psychologists with information relevant to the use of any method of interrogation constituting torture or cruel, inhuman, or degrading treatment or punishment have an ethical responsibility to inform their superiors of such knowledge, to inform the relevant office of inspector general when appropriate, and to cooperate fully with all oversight activities, including hearings by the United States Congress and all branches of the United States government, to examine the perpetration of torture or

cruel, inhuman, or degrading treatment or punishment against individuals in United States custody, for the purpose of ensuring that no individual in the custody of the United States is subjected to such acts.

It is important to remember that outside of a National Security setting, psychologists have an ethical responsibility to intervene and report abusive behavior both under the 2006 APA Resolution Against Torture as well as the Ethics Code.

Important Ethics Code elements are highlighted. The Ethics Code remains applicable to all psychologists' work in its entirety. However, certain elements were teased out that have particular relevance to psychologists' work in national security settings. For example, it is imperative that psychologists work to understand other individuals, including prisoners, culture and ethnicity and psychologists are particularly sensitive when working with vulnerable populations. Issues such as confidentiality, multiple relationships, clarity of roles, ethical obligations to those who are not the client, ethical dilemmas, and more are presented and briefly discussed.

The issue of research is included. Most of APA policy has failed to include research related issues. The Reconciled Policy relates to all work in National Security settings and not just interrogations. For example, the Reconciled Policy makes clear that psychologists shall not provide any research, instruments, or knowledge that facilitates the practice of torture or other forms of cruel, inhuman, or degrading treatment or punishment. Additionally, by including the following statement in the Policy, "When psychologists serve in any position by virtue of their training, experience, and expertise as psychologists, including psychologists working in national security settings, they are bound by the APA Ethical Principles of Psychologists and Code of Conduct, in its entirety," psychologist must follow all the ethical guidelines for research, including but not limited to, informed consent.

The Reconciled Policy calls on APA to get involved. The Reconciled Policy contains a range of mandates for APA action from informing the U.S. government about the Policy and its impact on psychologists to setting up consultation procedures for psychologist faced with ethical dilemmas in classified settings. These mandates provide clear and specific direction to the Association and are to be broadly publicized. For example, APA will publish the policy in the *American Psychologist* and

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will inform the United States Government including the President, Congress, Department of Defense, and the Central Intelligence Agency that the Reconciled Policy is now the official APA policy concerning psychologist work in national security settings and that PENS has been rescinded as policy.

The document in its entirety is posted on the APA Ethics webpage but also can be found on the Member-Initiated Task Force webpage as <http://www.unifiedpolicytaskforce.org>. We encourage all members to read and review this important document.

PENS Rescinded

It was incredibly important that PENS be rescinded for a variety of reasons. Certainly, PENS was controversial right from the beginning. Many individuals felt that the PENS Task Force membership reflected bias and conflict of interest. The PENS process was rushed and non-transparent, with the final Report approved as an emergency measure by the APA Board of Directors. It bypassed the normal Council review process. Additionally, the policy contained statements that were considered highly problematic. For example, PENS codified as policy the idea that psychologists not only have a valuable role to plan in interrogations but also are necessary to keep such actions “safe, legal, ethical, and effective.” Moreover, PENS argued that when facing ethical dilemmas, psychologist should make known the conflict but could follow the law. Often characterized as the “Nuremberg clause,” this statement conflicted with the 2010 Ethics Code revision, under which there is no exception excusing the violation of human rights. As such, it is incredibly important that PENS was rescinded and such statements are not included in the Reconciled Policy.

The Report Received

The Member-Initiated Task Force produced a brief Report to accompany the Reconciled Policy. This report is essential for two reasons. First, the Report contains information concerning the process taken to consolidate and reconcile the existing policies. This process took place over the course of 18 months and involved multiple steps, reviews, and constituencies. We endeavored to make the process transparent and inclusive. Relevant information is available in the report on the



Task Force website at <http://www.unifiedpolicytaskforce.org>. Second, the Report includes additional information and link concerning the Petition Resolution (e.g., 2008 Report of the APA Presidential Advisory Group on the Implementation of the Petition Resolution) as well as information and links concerning relevant Human Rights Instruments—some quoted in their entirety. Although it was not possible to include the full text of these documents in the Reconciled Policy, we placed these documents in the Report (e.g., Principles of Medical Ethics relevant to the Role of Health Personnel, particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment). Moreover, we provide links to general human rights websites for those wanting more information, particularly in relation to psychologists’ work and ethics.

Many of us began working on the issue of psychologists and torture back in 2004. We have come a long way since that time and there is still work to do. In 2004, there was no policy against psychologist involvement in abusive interrogations or torture. Today, we have a strong and substantive policy with detail and nuance rooted in pro-human rights positions. Moreover, almost all of the policy is tied to the Ethics Code and is enforceable. Indeed, the Ethics Code now has codified the inviolate nature of human rights as one of its basic tenets and this position is included in the Reconciled Policy.

Many of us worked on a total moratorium on psychologist involvement in any form of interrogations—an absolute prohibition of such activities. That moratorium was voted down by CoR in 2007. Efforts to again raise the issue of an absolute prohibition were replaced in

2008 with the Petition Resolution prohibiting such involvement but only at sites operating outside of, or in violation of, international law. Some again have expressed a desire again to work on such a moratorium resolution.

Based on feedback to the Member-Initiated Task Force, several suggestions for future action have been proposed. For example:

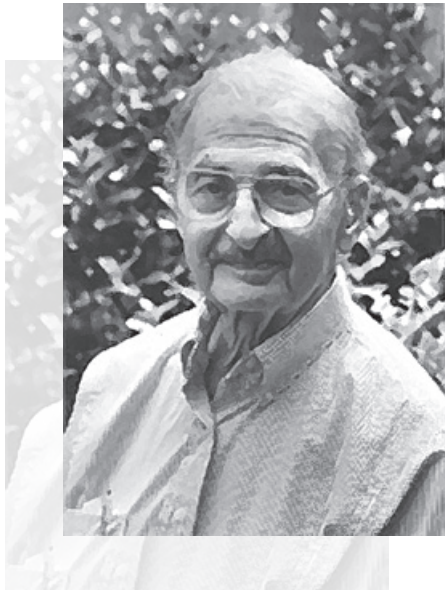
- Individuals may want to continue work on an absolute prohibition against psychologist involvement in any form of interrogation or consultation with any interrogation process.
- Individuals may want to work towards an APA review of the PENS process, highlighting the alleged problems associated with that process.
- Individuals may want to endeavor to create and see implemented an independent review of APA to examine any “cover up” of past mistakes in relation to the issue of torture and interrogations.
- A Task Force might want to be created to expand the policy beyond just U.S. policy and to include other national Codes of Conduct.
- Efforts may be undertaken by a Task Force to enhance the Ethics Code so that it is inclusive of the Petition Resolution.
- A Task force might want to examine the special ethical concerns related to research conducted in National Security settings and draft potential changes to the Ethics Code.
- Additional training needs to take place concerning human rights at all levels of psychological training.

Obviously, these are just suggestions. All it takes is for a group of individuals to come together and work constructively to see such efforts realized. We have made significant progress since 2004 but there is always more work to do! Our ethical standards are continually developing in response to the changing times and peace remains an elusive world goal. Nonetheless, in the words of Eleanor Roosevelt, “For it isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.” We are never powerless unless we choose to perceive that is true.

Linda Woolf can be contacted at:
woolfm@webster.edu

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

Remembering Milton Schwebel



Milton Schwebel passed away on October 3, 2013 at the age of 99. Milt had a long distinguished career in academia. According to his faculty website, Milton majored in philosophy as an undergraduate, and earned his Ph.D. in counseling psychology at Columbia University, followed by a three-year fellowship in psychotherapy at the Postgraduate Center for Mental Health in New York. He was on the faculty of New York University's School of Education, as professor, department chair and associate dean for graduate studies, for eighteen years, dean of the Rutgers Graduate School of Education for ten years, founding chair of APA's Advisory Committee on Impaired Psychologists for eight years, and founding editor of the APA divisional publication, *Peace and Conflict: Journal of Peace Psychology* for seven years. He has been a consultant to school systems in the United States, NIMH, ministries of education abroad and UNESCO. His books

include *Assisting Impaired Psychologists, Promoting Cognitive Growth over the Life Span, Behavioral Science and Human Survival, Piaget in the Classroom, Guide to a Happier Family, Who Can Be Educated?*, and recently, *Remaking America's Three School Systems: Now Separate and Unequal*.

According to his obituary, Milton "believed fervently that humans possess the power to advance their intelligence, change their lives and circumstances, and achieve peaceful solutions to conflict. He was an ardent peace, civil rights, and civil justice activist throughout his life...Above all, he was a loving family man."

The family of Milt Schwebel has requested that memorial contributions be made to support *Peace and Conflict: The Journal of Peace Psychology*. Checks can be sent to APA Division 48, 750 First Street NE, Washington DC 20002.

Peace Psychologists Reflect On Milton Schwebel

Jean Maria Arrigo

Division 48, 2014 Council Representative

With Milt Schwebel's passing, I am moved to express my gratitude to him for responding to my June 2006 email inquiry out of the blue, as a person unknown to him, concerning PENS Task Force secrecy. Milt was one of three eminent peace psychologists I consulted, all of whom advised me to archive the PENS Task Force materials, including the listserv. Below is Milt's letter of protest to APA President Gerald Koocher against the APA national security caucus's treatment of enemies in war.

June 6, 2006

Dear President Koocher,

I joined APA in 1947, about a year after my discharge from the U.S. Army. Most of my service was in Europe, where I arrived four months before D-Day. During my years in the army there is nothing I longed for more than to return to my young wife and baby son. Yet, I could not have conceived of supporting unethical actions against enemy prisoners in order to hasten the day of my return. This was not a matter of altruism. To my army buddies and me the Geneva Convention protected us as

much as the enemy. Furthermore, they were evil enough without giving them justification to violate the Convention.

In 1994, my wife and I traveled to Europe to commemorate the 50th anniversary of D-Day. Besides Omaha Beach and other sites, we visited the Ardennes Forest where, during the Battle of the Bulge, the Nazi troops lined up 300 or so of American prisoners and machine-gunned them. To this day, I feel the horror of it and see the white snow stained red with the blood of innocent men.

On that day, the Nazis violated the Geneva Convention. I don't want the APA, which in some of its great moments has taken courageous stands against war, poverty and social injustice, to be in the company of the Nazis. The claim that participation by psychologists in interrogation of prisoners is justified because we are in a war against terrorism is untenable. In World War II, we were at war with a far more ferocious enemy, accounting by the end for the deaths of at least 60 million people. President Roosevelt and General Marshall didn't use the evil of the enemy to justify violations of the Convention.

Psychologists in South Africa and Australia are judging those among them who used psychology to support racist policies in their respective countries. You, the Board and the Council will be judged some years hence by the standards you employ in interpreting ethical practice during this time of war.

Sincerely,
Milton Schwebel, Ph.D.

Herbert H. Blumberg

Goldsmiths, University of London

Many will have written eloquently about the superb, untiring and indeed pioneering contributions Milt Schwebel has made to the practice, development and understanding of peace psychology and of inclusive education, among other areas. Also noteworthy, though, is a means-ends consistency characteristic of Milt and Bernice—their munificent good-humored personal style, generosity of spirit, and appreciation of even small things. To take just one small example: Milt's "remembering with pleasure," a long time afterwards, a congenial meeting and a fairly humble meal that he and Bernice had

had at our London flat. Also, despite an obviously busy schedule, Milt was always ready to comment in detail—positively and constructively—on proposals, manuscripts, and events falling within his very wide remit. He is already much missed but the legacy of his work—and memory of the warmth that inspired it—continue to thrive.

Daniel J. Christie

Professor Emeritus, Ohio State University

When Milt Schwebel passed away I couldn't bring myself to reflect on his life but I did want to share with you some thoughts I wrote about him for *Peace and Conflict* many years ago.

No brief article can do justice to the many and varied contributions Milt has made to education, psychology, social justice, and peace. My goal here is to underscore one social justice theme that persists throughout Milt's distinguished career: the opposition to ideologies about the immutability of human behavior and social systems. Examples of his opposition can be seen in his work on the prevention of nuclear war and his advocacy of policies that engender systemic change. Milt was among those psychologists who recognized, early on, that the threat of nuclear war was fundamentally due to patterns of human behavior that were not immutable. Milt's life continues to serve as a model for all of us who aspire to use our analytical skills and passions in the service of social activism that promotes social justice. Milt demonstrates how scholarship and activism can form a seamless whole, simultaneously bringing human psychology into the multidisciplinary discourse on peace while nurturing a community of scholars and practitioners devoted to peace with social justice. Through his good work, he has made the world a little more equitable and humane for us all.

Mort Deutsch

Professor Emeritus, Columbia University

I knew Milt very well. We were good friends. I admired him greatly as a psychologist but also as a person of integrity who dedicated himself to improving the world and to fighting for justice for all people who were disadvantaged and subjected to discrimination. We met when we both began training in psychoanalytic therapy at The Postgraduate Center for Psychotherapy in 1954. He quickly

Milt was among those psychologists

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humane for us all.

– Daniel J. Christie

impressed all of us with his empathy and brilliant insights. The last time we met was at a Conference on Overcoming Oppression that I organized at Teachers College in 2004. Here he gave an inspiring talk on the role of education. Milt was always a model for me of how one could continue to work to improve the world even as one aged.

Steve Handwerker

Division 48, Spirituality and Humanitarian Practices Working Group Chair

From the first time I met and had an extended conversation with this wonderful man and Peace Psychologist I experienced a Spirit and Scholar who was authentic, evolved, and totally dedicated to the truth as a science and as a principle for the betterment of humanity. I will miss his presence and spirit!

Michael R. Hulsizer

Division 48, Peace Psychology Newsletter Editor

Just before I went to press with the Spring/Summer 2013 issue of *Peace Psychology*, I received an email from Milt. He would occasionally send me letters of encouragement during my tenure as newsletter editor. In this email, he wondered if I might be interested in publishing an Op-Ed piece he had recently co-written for Memorial Day in the *Arizona Daily Star* entitled “We Honor the Dead and Work for World Peace.”

I wish I could have published the piece in its entirety but could only provide a link due to copyright issues. Consequently, it was placed at the end of the newsletter under Member News. Unfortunately, many of you may have missed the piece. Please look it over again. I

believe it was one of Milt's last publications and serves as a fitting testament to his never-ending drive towards moving our society toward peace. A copy of the Op-Ed can be found at: http://azstarnet.com/news/opinion/we-honor-the-dead-and-work-for-world-peace/article_e622dd58-db31-56d6-8138-b611d3734798.html

Paul Kimmel

Division 48, Past-President

Milt was a friend and colleague for many years in SPSSI, PsySR and Division 48. Like many peace psychologists, I valued his insights and looked forward to seeing him at Regional and National meetings. His publications were always clear and action oriented. For example, as he wrote in the *PsySR Newsletter* nearly 20 years ago, while serving as President:

The causes of war at home, like those of war abroad, are complex and cannot be neatly reduced to one factor. Yet, as psychologists we may well question Congressional actions that have been influenced by the belief that “softness” is at the root of the nation's undoing, despite persuasive evidence that the intolerable level of crime in our country is not going to be reversed by spending billions on new prisons, putting more police on the streets, or executing more criminals. Instead, from a psychological perspective, the funds ought to be used to put more people to work at socially useful jobs. Instead of seeking vainly for solutions through “a tooth for a tooth” policy (the executions, etc.), we in PsySR could promote a policy of removing some of the causes of crime, both the economic and psychological causes.

Still good advice and relevant to our work today. We will miss you, Milt.

V. K. Kool

State University of New York-Institute of Technology

Milt had great human qualities. I remember his prompt response to attend a symposium on nonviolence that I organized at my university in 1992. Soon after his arrival and our first meeting, he guided me so well that I felt as if he was organizing the event. A few months later, he wrote to me that he would not hear “NO” to a request that he would make. When I asked what was the request, he mentioned that I should join the editorial board of the

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journal, *Peace and Conflict*. He was a model gentle person with very desirable qualities. A few months ago he wrote that he would contribute an article in the special issue of *Gandhi Marg* journal that I am editing, but later he withdrew because of his poor health. He tried to pursue his relentless passion for, and dedication to, peace until his death.

Susan Opotow

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

I remember the excitement of the launch of *Peace and Conflict: Journal of Peace Psychology* at a Division 48 event at the 1994 American Psychological Association Convention. Milt, the journal's founding editor, Lawrence Erlbaum, the journal's first publisher, and all assembled understood this to be an important initiative. In the journal's first issue the following year, Milt wrote that the journal is "guided by the vision of a world in which violent means of reacting to conflict are replaced by peaceful ones" (1995, p. 2).

In 1997, I was pleased to join Milt's editorial board and we have been in touch since. He has been a treasured colleague. I always loved hearing from him and reading his incisive scholarly work that critiqued injustice and proposed constructive policies to foster a just and peaceful world.

Milt remained a passionate and productive scholar throughout his life. A renowned peace psychologist, he was also influential in education and political science. In his 2003 book, *Remaking America's Three School Systems: Now Separate and Unequal* (Scarecrow Press, 2003), which remains timely today, Milt argued that the American public has been given a distorted view of education in our nation, and he offered detailed proposals for change.

Last year Milt's paper, "Why America Doesn't Fix Its Failing Schools," published in *Peace and Conflict*, concluded a special section on "School Closings and Struggles for Educational Justice" (2012, Volume 18, No. 2) guest



"His was a wisdom bridging generations."

– John Szura

edited by Michelle Fine. Milt was uniquely positioned to speak about schools, peace, and how they entwine. He analyzed growing educational disparities in the USA and called for policies that would end structural violence and institutionalize educational justice. In his own words:

Transformation of the failing schools will occur only when enough Americans demand that human values be given priority, so that the intellectual and cultural development of individuals is recognized as a human right. . . . While this proposed national commitment will not yield more profit for investors, it will edge us closer to being a nation of, by and especially, for the people (p. 198).

Milt's brief and understated biography accompanying his 2012 *Peace and Conflict* paper suggests the breadth and importance of his life and work:

Milton Schwebel has made a lifelong commitment to peace and social justice. Wars, the Great Depression, and socially conscious college professors inspired Schwebel to live this commitment as a newspaper reporter, soldier in the in the U.S. forces in Europe during World War II, professor, dean, therapist, researcher, and author. His books include *Behavioral Science and Human Survival* (Science and Behavior Books, 1965), *Who Can Be Educated?* (Grove Press, 1968), *Piaget in the Classroom* (Basic Books, 1973), and *Remaking America's Three School Systems: Now Separate and Unequal* (Scarecrow Press, 2003).

Milt's remarkable energy, kindness, brilliant analyses of contemporary issues, and his passion for peace were a gift to the field of psychology, the Society for the Study of Peace, Conflict, and Violence, and those fortunate to have known him.



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Carolyn & John Schwebel

48 Members

As Milt Schwebel kept making birthday after birthday I knew trepidation for his future, yet felt and hoped that he would of course always be here!

Milt was a beloved mentor, friend, model, hero, advocate for social justice for all and extended family "cousin" to both my husband and me, even though by choice and not by blood. He and Bernice have created such a talented and unique extended family that I know his legacy is safe with them.

Dear warm humorous, empathic, intelligent Milt, you will live on in our hearts and those of your Midwest branch of Schwebel "relatives" as long as we are here.

John Szura

Division 48, Member-at-Large

I was saddened learning of the death of Milton Schwebel. Several years ago, meeting me as a new member of Division 48, he helped to make me feel at home among psychologists whom I looked up to but did not know. He was an illuminating inspiration for his work establishing our *Journal*, an enduring and influential legacy. His was a wisdom bridging generations.

Special Issue of *Peace and Conflict*: Canadian Museums as Sites for Historical Understanding

A 328-foot glass tower rises above a cloud in Winnipeg, Manitoba, Canada. The cloud is the uniquely shaped roof belonging to the Canadian Museum for Human Rights, and the 'tower of hope' symbolizes the goal of human rights.

The new museum, due to open in 2014, features in an upcoming special issue of *Peace and Conflict: Journal of Peace Psychology*. The special issue, guest edited by Carleton University history professor David Dean, is devoted to the question of how museums can be sites for historical understanding, peace, and social justice. Although the focus of the museum will be on Canada, the opening will be of great interest to psychologists and humanitarians everywhere because of the significance of opening a major international museum dedicated to the human rights journey. Canada's national museums are undergoing a period of rapid change and considerable controversy. The new human rights museum has already generated criticism from those who think it is too Holocaust-centered. Meanwhile, the Canadian Museum of Civilization in the nation's capital region is being remade into the Canadian History Museum, and for the first time in its history, the Canadian War Museum has decided to offer visitors an exhibit not about war and military history, but about peace.

The special issue invites readers to consider important problems facing these three museums: the complexities of exhibiting peace in a war museum (in a paper authored by John Jay College professor Jill Strauss), the new history museum's reluctance to address the difficult shared history of the residential school system (by Carleton University professor Miranda Brady), and the challenge of constructing a

human rights timeline in the human rights museum (by McMaster University professor Bonny Ibhawoh). The special issue also features nine contributions from graduates of an MA in public history seminar exploring how human rights stories can be told with a view to informing the public, encouraging them to protect established rights, and to actively pursue social justice.

It is the hope of all of the contributors that their work will foster an understanding that history museums, in presenting the past to the public, have an important role to play in contemporary society, and can contribute to the process of developing social awareness, critical engagement, and change for the betterment of all.



David Dean,
Carleton University

David Dean can be contacted at:
david.dean@carleton.ca



Canadian Museum for Human Rights, Winnipeg <http://www.flickr.com/photos/asylumbythelake/>

The Fifth Lucky Dragon: A Peace Memorial in Japan

John Paul Szura
Member-at-Large



Visitors to Japan committed to peace would likely want to see the atom bomb museums in Hiroshima and Nagasaki memorializing the August 1945 United States attacks on those cities. These institutions are truly effective peace education resources, renowned for their exhibits and attracting thousands of people daily. Less known, but still a powerful peace education resource, is the Tokyo museum of The Fifth Lucky Dragon, a structure built around the ill-fated fishing boat of that name contaminated by United States H-bomb testing. I was deeply impressed by this solemn peace memorial, having visited The Fifth Lucky Dragon with Takehiko Ito, psychology professor at Tokyo's Wako University, active in the museum administration, and good friend of Division 48.

The Tragic Fishing Run of The Fifth Lucky Dragon

The tuna fishing boat Daigo Fukuryu Maru—The Fifth Lucky Dragon—is neither huge nor overly impressive, measuring in length only a bit more than eighty feet, weighing just one hundred forty tons and able to travel the sea no faster than five knots. But it departed for a tuna fishing run with high hopes for success on January 22, 1954 led by its captain Hisakichi Tsutsui with a crew of twenty-three.

While fishing near Midway Island on February 9, The Fifth Lucky Dragon lost nearly half of its 330 fishing lines, each about 330 yards long, when they were caught on coral reefs. The fateful decision was taken to go toward the Marshall Islands where the waters were likely richer in tuna. Captain and crew were unaware of the US notice to Japan of impending nuclear tests and an exclusion zone from Bikini in the Marshalls. Though The Fifth Lucky Dragon was outside the exclusion zone, it still suffered disaster.

Early morning of March 1, 1954 while some of the crew were eating breakfast in the cabin, they saw a bright light as if it were a brilliant

sun suddenly rising at them. Matakichi Oishi, one of the crew, said in his 2011 personal account *The Day the Sun Rose in the West*, “A yellow flash poured through the porthole. Wondering what had happened, I jumped up from the bunk near the door, ran out on deck and was astonished. Bridge, sky and sea burst into view, painted in flaming sunset colors.” It was a test explosion of a thermonuclear device, a fifteen megaton hydrogen bomb blast about 1,000 times more powerful than the atom bomb that devastated Hiroshima nine years before.

A few hours later, white ash began to fall on the boat, and after another few hours the crew began to feel the effects of radiation sickness—headaches and nausea followed by bleeding gums and skin irritation. After two weeks, many of the crew suffered burns and hair loss. The men, the boat and the fish were all contaminated by radiation. On September 23, chief radio operator Aikichi Kuboyama died, the world's first victim killed by an H-bomb. His jisei—dying wish—uttered from his hospital bed was “I pray that I am the last victim of an atomic or hydrogen bomb.” His jisei is inscribed on a monument just outside the museum structure. Ten men of The Fifth Lucky Dragon have died from the radiation of the Bikini hydrogen bomb test.

Reaction to The Fifth Lucky Dragon Tragedy

The tragedy of The Fifth Lucky Dragon almost immediately energized the peace movement and in particular the anti-nuclear movement. In Japan, fear of radiation from contaminated fish was close to panic. Our Division 48 colleague, Dexter Da Silva, Psychology Professor at Keisen University, referred us to an estimate made by Japan's Ministry of Health and Welfare that a total of 856 fishing boats and close to 20,000 crew members were exposed to radiation. The enormous explosion and its aftermath brought home to Japan and to the world the insanity of nuclear weapons, threatening total extinction of the human race in nuclear war. The very next year, September 19, 1955, the Gensuikyo was established—the Japan Council against Atomic and Hy-

drogen Bombs. The following year, August 10, 1956, the Nihon Hidankyo was established—The Japan Confederation of A- and H-Bomb Sufferers (Hibakusha).

On May 2, 2012 Hibakusha Mikiso Iwasa spoke in Vienna at the Civil Society presentations to the UN First Preparatory Committee for the 2015 NPT (Non-Proliferation Treaty) Review Conference. Giving the statement of Hibakusha, Mikiso Iwasa presented an overview of Japan's nuclear-rooted suffering from their perspective:

No More Hibakusha Message of the Hibakusha to Governments of the World

As you may know, Japanese people suffered from the damage of A-bomb attacks on Hiroshima and Nagasaki 67 years ago. We also went through the damage of the US Bikini H-bomb test in 1954. And in 2011, the East Japan Great earthquake, tsunami and the Fukushima Daiichi nuclear power plant disaster occurred, which gave us a shock as we have appealed for no more radiation victims...

In 1954, the U.S. conducted a hydrogen bomb test at the Bikini Atoll in the Pacific and exposed a Japanese fishing boat The Fifth Lucky Dragon to radiation. This incident triggered the rapid development of the Japanese movement for banning A and H bombs and led to the first World Conference against A and H Bombs in 1955.

The nuclear issues for Japan were all brought together and integrated into one overview—Hiroshima, Nagasaki, The Fifth Lucky Dragon and Fukushima.

As for the Fifth Lucky Dragon itself, it was quickly decontaminated and in 1956 given to the Tokyo University of Fisheries, which put her into service for ten years as a training ship. She was then sold to a scrap dealer and abandoned. In 1968, a campaign was initiated to restore and renovate her so as to develop her into a memorial for peace.

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She is indeed that. Our Division 48 colleague, Psychology Professor Toshiaki Sasao, Director of the Interdisciplinary Peace Studies Program of The International Christian University, Tokyo, tells us “the Diago Fukuryumaru Exhibit in Koto-ku is a place worthy of a visit that should be included as part of any Tokyo tour.” Professor Michael Seigel, Permanent Research Fellow at Nagoya’s Nanzan University’s Institute for Social Ethics says that this memorial is “an important focal point of the peace movement in Japan as well as the anti-nuclear movement”

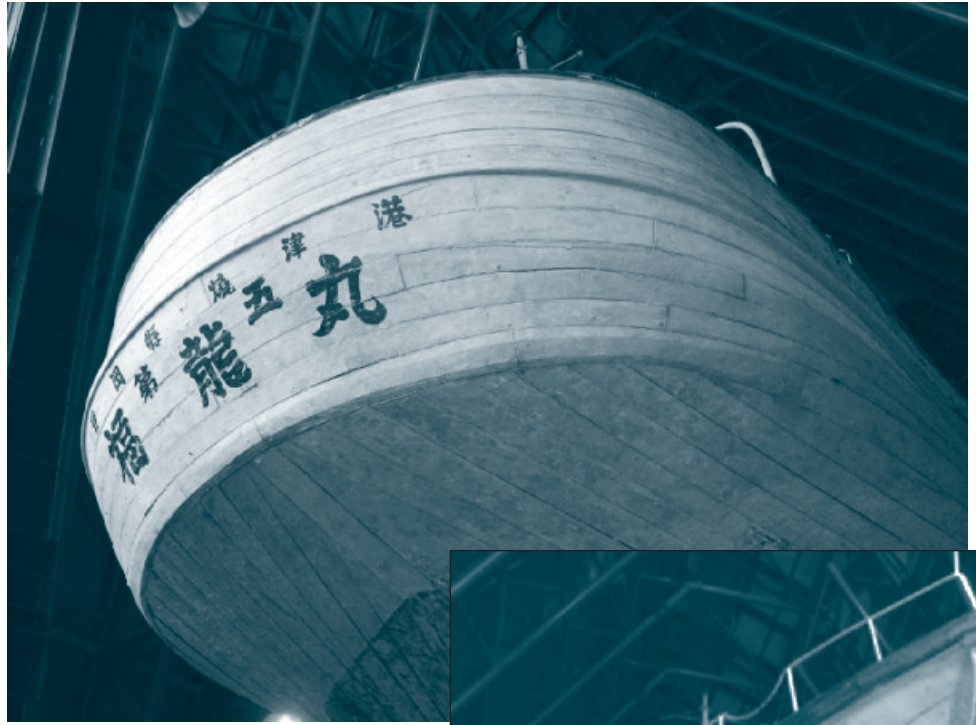
Peace psychologists have much to learn from the history of The Fifth Lucky Dragon, a history well worth both exploring and using. But perhaps we may simply reflectively ask ourselves how well we make use of resources such as peace museums. There are many we may consider. The International Network of Museums for Peace (INMP) lists more than thirty for Japan alone and dozens more throughout the world. It may be good to look into some of them.

John Paul Szura can be contacted at:
johnpaulosa@aol.com

*“I pray that I am the last victim of an
atomic or hydrogen bomb.”*

– Aikichi Kuboyama

Chief radio operator, Fifth Lucky Dragon



Transforming Trauma from Violence into Healing: A Nation Responds

*Ani Kalayjian and Leysa Cerswell,
ATOP Meaningfulworld*

We long for the words and the answers to ease the tremendous pain caused by the tragic loss of precious lives in Newtown, Connecticut. Our collective grief and broken hearts are a heavy burden for us all to carry, and we are reminded of our motto at the Association for Trauma Outreach and Prevention (ATOP) Meaningfulworld: “Shared sorrow is half sorrow, while shared joy is double joy.” Healing and recovery require time, patience, and commitment, as well as a deep level of persistent emotional mindfulness.

ATOP Meaningfulworld has responded to two decades of global and local disasters, looking for ways to help transform tragedy and trauma into healing and meaning-making through post-traumatic growth, emotional intelligence, and mind-body-eco-spirit health. This tragedy draws our attention to the need to: 1) raise consciousness and nurture resilience within our local communities; 2) focus attention on mental health care accessibility, availability, and acceptance; and 3) revisit our gun laws and procedures for firearm purchases.

The results of this work address the ultimate question in resolving emotional and psychological scars and promoting meaning, healing, hope, reconciliation, and trust: “What lessons have we learned from our traumatic past?” As Kalayjian and Anable (2006) so adeptly state, “The only healthy and permanent means of resolution for past traumas is through spiritual connections, through love, forgiveness, and acceptance.”

Reflections on Newton School Shooting

There is a common thread that runs through the shootings in Aurora, Colorado, Virginia Tech, Arizona, and even at Columbine, Colorado. According to Lipman (2012), “Before virtually every single one, there was an undiagnosed or insufficiently treated mental illness.” Lipman recognizes the need for us as a nation to de-stigmatize mental illness and be better equipped as teachers, parents, family members, and friends to identify signs of mental illness and know how to effectively

intervene. We must get over our discomfort with mental illness.

Reliving the trauma only increases the symptoms. Chopra (2012) identifies suffering as “pain that makes life seem meaningless.” He suggests humans are subject to “complex inner pain that includes fear, guilt, shame, grief, rage, and hopelessness” (Chopra, 2012). He offers the following reflection on his own experiences with grief: “Hold each other. Don’t be afraid to ask for contact. Reach out and tell your loved ones that you do love them. Don’t let it be taken for granted. Feel your fear. Be with it and allow it to be released naturally. Pray. Grieve with others if you can, alone if you must” (2012).

Healing takes time. Offering another cause for hope, Chopra (2012) suggests that emotional balance for many victims can return to normal states within two years. He says the road to healing begins with taking a moment to pause and reflect on the choices we can each make as an aid to healing (2012). He offers the following suggestions:

Hold each other in loving awareness; speak gently; resist viewing negative images over and over; walk away when the conversation contains negativity; keep your life as structured as possible—this is especially true when dealing with children in the aftermath of tragedy; try not to be alone—eat meals as a family, with friends or neighbors, allow friends to offer consolation even when being around others is painful; forgive yourself when you feel like a victim, but take steps to grow out of victim thinking; allow for others’ point of view. It is possible to become involved in our own healing (2012).

Parents, teachers, caregivers, and family members are reaching out for support from the community and the mental health system at large. One mother describes her worry about the isolation and depression faced by many children with Asperger syndrome. Recently, her son was at risk of losing insurance cover-

age for the treatment he needs to keep him from becoming isolated and depressed. She explains, “Our insurance company can stop covering this kind of treatment when a child in certain states reaches nine years of age.”

An Integrative Healing Model

Health and healing may be approached using a 7-step Integrative Healing Model (Kalayjian, 2002, 2012). This dynamic Integrative Healing Model is utilized through the following steps: 1) assess levels of distress; 2) encourage expression of feelings; 3) provide empathy and validation; 4) encourage discovery and expression of meaning; 5) provide information; 6) encourage eco-centered connection; and 7) provide breathing and physical release exercises, releasing fear, uncertainty, and resentments. Integrative flower essences such as Bach and other flower remedies aid in the healing process. Breath is used as a central tool for self-empowerment as well as for engendering gratitude, compassion, faith, strength, and forgiveness in response to trauma.

Summary of Responses from New York State Psychologists

As part of the New York State Association listserv, where more than 700 psychologists brainstorm and exchange their feelings and views, the following was observed: In the beginning the discussions were focused on getting the facts in order; followed by lengthy debate on the pros and cons of gun control; followed by the need for proper psychological care and intervention; followed by an assessment of issues relating to the lack of reimbursement by insurance companies and the heavy stigma associated with mental health care.

Summary of Responses from the New York Dispute and Mediation Group

The New York Dispute and Mediation community has distilled a conflict resolution response to mass shootings. They do not pretend that they or anyone else has the influence to convene, organize, or resource the response. That being said, they have offered

the following conflict resolution process and strategy as an intervention to mass shootings:

- Work with the Institute of Medicine, National Science Foundation, or the National Academy of Science to conduct joint fact-finding on what we know and do not know about the causes, triggers, and public policy responses to mass shootings.
- Convene a policy dialogue to develop consensus on policy options to reduce mass shootings.
- Convene a Values Dialogue between gun control advocates and Second Amendment advocates.
- Conduct conversations about guns, safety, and freedom in religious institutions, neighborhoods, and communities. When community conversations are well led and resourced, they can produce common visions and plans. Community conversation and study circle tool kits on gun violence can reduce citizen despair and create moral consensus on violence and freedom.
- Conduct city or regional dialogues that integrate options from neighborhood and community conversations into municipal and regional approaches.

The New York Dispute and Mediation community is mobilizing around their intention to convene collective and individual networks, working with all stakeholders to reduce mass shootings in the United States.

Michael Moore's provocative article in the *Huffington Post* asks the question, "Who are we?" Perhaps now more than ever we must continue to cultivate and celebrate our collective values of kindness, compassion, empathy, and forgiveness. International human rights activists and *Huffington Post* columnists, Craig Kielburger and Marc Kielburger (2012), ask: "Can good come of Newtown's grief?" As Viktor Frankl (1964) stated in 1946 that there is a deeper meaning in all tragedies, they too observed that in the wake of this tragedy, young people have proven that strength, resilience and compassion can prevail (Kielburger & Kielburger, 2012). They recount the outpouring of goodness and immeasurable acts of kindness that have come from our collective grief. Students have responded with kindness and meaningful action, including turning handwritten notes into 1000 paper cranes. Young people have started Face-

book groups, like "26 Acts of Kindness", inspiring random acts of kindness like putting change in a stranger's parking meter, clearing the snow off a neighbor's car, and offering 26 hours of community service. Kielburger and Kielburger (2012) suggest that supporting young people in their desire to help "is not to take away from the necessary process of remembrance and grieving—even from afar—but it does show the power of good." Through our grief, it is possible to find goodness and strength. This also helps us bring meaning to these atrocities that seem to negate all that is right in the world.

Kliman (2012) proposes that as health professionals, educators, and parents we need to lobby for change on one of the worst public health crises in our nation, with 30,000 people a year killed and many more injured by guns. Kliman believes we are well placed to lobby for true gun control and to ask: Why are assault weapons so much easier to access than community-based mental health services, especially for children? Similarly, Seligman (2012), former president of the American Psychological Association, argues in the *Washington Post* that the only realistic hope for avoiding many more Sandy Hooks is to increase taxes on guns and strong restrictions on their availability. Seligman (2012) finds that despite billions of dollars in funding, drugs and therapy offer disappointingly little additional help for the mentally ill than they did 25 years ago. He concludes that the real leverage is not the progress of reducing violence through either helping the mentally ill or curbing violent impulses, as these are slow coming. Rather, Seligman (2012) believes that the real leverage, at least in the near term, lies in reducing access to guns.

Nevertheless, there are too many individuals with severe mental disorders who are not being treated. *The Wall Street Journal* reveals that according to the National Institute of Mental Health, 7.7 million Americans currently qualify for schizophrenia, schizoaffective disorder, and bipolar disorder, with 3.5 million of them receiving no treatment at any given time (Fuller & Torrey, 2012). Furthermore, 350,000 or 10% of these individuals become societal problems because their mental illness remains untreated. They are among one-third of the homeless population and one-fifth of the inmates of jails and prisons (Fuller & Torrey, 2012). According to a 2010 study conducted by the Treatment Advocacy Center, there are over three times more severely mentally ill individuals in jails and prisons than in

hospitals (Fuller & Torrey, 2012). Treatment is lacking and the availability of public psychiatric beds in the United States continues to decrease. This is another part of the issue that requires immediate attention.

A Call to Action

President Obama called for meaningful action, stating, "We can't tolerate this anymore. These tragedies must end, and to end them we must change" (Obama, 2012). It is often said that it takes a village to raise a child; therefore, it takes a country to care for our mentally challenged. Collectively, we can all work together to take the following steps toward recovery (Kalayjian, 2012):

- Work on prevention, NOT reaction.
- Meditate and mediate, NOT medicate.
- Rehabilitate, DON'T incarcerate.
- Demystify violence (violent computer games and violent movies). Don't be fooled, there is nothing sweet about revenge—it will impact us negatively for generations to come.
- Get annual mental health and spiritual checkups—you are more than your physical body.
- Express your feelings openly; remember, "Real men cry, they don't kill," and "Shared sorrow is half sorrow, while shared joy is double joy" (Swedish proverb).
- Remember to love and learn to forgive; violence begets more violence, so take yourself out of the vicious cycle; 8) Help one another; remember when one helps another, BOTH become stronger.
- Don't stigmatize mental health care; make it more accessible, acceptable, and available, and that includes insurance reimbursements.
- Stop violence on all levels, especially by police and by nations that start wars.
- Increase the number of school psychologists, social programs, mental health care options, expressive arts and art therapy programs, as well as after-school programs.
- Revisit gun laws and needs, and make sure the prerequisite background check and psychological assessment is done for all household members, not just the one who is purchasing the gun.

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Ani Kalayjian can be contacted at:
drkalayjian@meaningfulworld.com

Leysa Cerswell can be contacted at:
cersl233@newschool.edu



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, most 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!

NEW STUDENT MEMBERS

Jennifer Armstrong, Lynnwood, WA
Zachariah Calluori, Nutley, NJ
Chu Hui Cha, Las Cruces, NM
Cay Collins, Selah, WA
Scott Dumont, East Elmhurst, NY
Sofia Ferber, Silver Spring, MD
Vesna Hart, Harrisonburg, VA
Daniela Kantorova, Oakland, CA
Mona Khalil, Astoria, NY
Mary Newhauser, Arlington Hts, IL
Christina Wright, Carrollton, GA



*"I alone cannot change the world,
but I can cast a stone across the
waters to create many ripples."*

– Mother Teresa

ADDITIONAL NEW MEMBERS

Marianne Arieux, Hartsdale, NY
Candice Allgaier, Silver Spring, MD
Janice Dodge, Clover, SC
William McKelvain, Moran, TX
Larry, Krafft, Philadelphia, PA
David Livert, Center Valley, PA
Patricia Woodin-Weaver, East Hanover, NJ

LGBTQI Rights *and* Social Justice

Linda M. Woolf, Webster University

“I cannot keep quiet while people are being penalized for something about which they can do nothing—their sexuality. To discriminate against our sisters and brothers who are lesbian or gay on grounds of their sexual orientation for me is as totally unacceptable and unjust as apartheid ever was.” —Bishop Desmond Tutu

Around the globe, governments, communities, organizations, and individuals routinely exhibit negative attitudes, discriminatory practices, and violence against individuals identified as lesbian, gay, bisexual, transgendered, queer, or intersex (LGBTQI). Essentially, the anti-LGBTQI mind-set translates into human rights violations and social justice denied. In many cases, bias is so extreme that the everyday well-being of LGBTQI individuals is threatened—their very existence as valued members of the human community is disregarded or extinguished. Anti-LGBTQI violence and oppression spans the range from slurs to potential human rights violations including physical assaults, torture, rape, and murder. Sadly, such violence occurs with an elevated brutality not often seen in other bias-related or hate crimes (Human Rights Council (HRC), 2011; Murphy, 2001) and is frequently state sanctioned (Franklin & Herek, 2003). Anti-GLBTI sentiment affects individuals not only on a direct personal level but also on the structural level, with bias built into the foundation of organizations and communities. Members of the LGBTI communities may experience denial of basic human rights such as the right of assembly, and violations of rights in relation to education, health care, employment, housing, and recognized relationships. All forms of anti-GLBTI bias negatively impact individuals and communities.

Status Around the Globe

The legal status of LGBTQI individuals and organizations vary dramatically around the globe and are not static. As of 2013, 80 countries retain laws criminalizing individuals on the basis of their sexual orientation or gender identity with India recriminalizing same-sex relationships in December 2013. Penalties range from forced sterilization to imprisonment to death. Such laws exist in opposition to current international law. According to the United Nations (UN), the criminalization of

sexual behavior is considered a violation of the basic right to privacy and non-discrimination (HRC, 2011). The UN Special Rapporteur for health stated, “Sanctioned punishment by States reinforces existing prejudices, and legitimizes community violence and police brutality directed at affected individuals” (HRC, 2011, p. 14).

Only seven countries had protections for sexual orientation and gender minorities incorporated into their national constitution: Bolivia, Ecuador, Kosovo, Portugal, South Africa, Sweden and Switzerland. National and regional (e.g., city, province, territory) protections exist for LGBTQI individuals and communities within countries lacking broader constitutional protections. Of course, laws against discrimination do not insure that oppressive practices and policies are absent within families, communities, the private sector, or religious groups. Legal protections are useless if not supported by the justice system within a nation-state. In 1988, a Florida judge joked during a case involving the beating death of a gay man, “That’s a crime now, to beat up a homosexual” to which the prosecutor replied, “Yes, sir. And it’s also a crime to kill them.” The judge replied, “Times have really changed” (Hentoff, cited in Jenness & Broad, 2009). Unfortunately, all too often the criminal justice system has turned a blind eye to discrimination and violence against LGBTQI individuals.

The principle of nondiscrimination is at the very core of the UN Universal Declaration of Human Rights (UDHR). The UDHR states that all rights are universal, indivisible, and inalienable. The UN International Covenant on Civil and Political Rights and the UN International Covenant on Economic, Social and Cultural Rights further affirms these rights. Although sexual orientation and gender minorities are not specifically named in these covenants, the UN determined in *Tooman v. Australia* that groups not explicitly

named under international law are protected under these covenants.

Social Justice Issues

The scale of justice for LGBTQI individuals and communities unfortunately is weighted negatively. Even under the best of circumstances, LGBTQI individuals experience discrimination in their lives or through the media. Under the worst of conditions, individuals live under a cloud of oppression and fear, as their lives are considered forfeit by governmental mandates. Issues such as freedom from violence, access to meaningful work, safe housing, and the right to a family are all at the core of what it means to be human and considered to be fundamental human rights.

Violence

Violence grounded in homophobia and transphobia represents a significant violation of human rights and occurs across all global regions (HRC, 2011). Within the United States, Potok (2010) examined fourteen years of Federal hate crime statistics and reported that “gay people are more than twice as likely to be attacked in a violent hate crime as Jews or Blacks; more than four times as likely as Muslims; and 14 times as likely as Latinos” (para. 7). LGBTQI youth are at increased risk for violence and school bullying (Horn & Nucci, 2006).

Transgendered individuals are at significant risk for physical and sexual violence (Clements-Nolle, Marx, & Katz, 2006; Testa, et al., 2012). Surveys have found that 43-60% of transgendered respondents have been victims of physical violence with rates of 43-46% for sexual assault. The effects of oppression and violence on transgendered individuals are extreme. The National Transgender Discrimination Survey reported that 41% of all respondents had attempted suicide at least once with rates over 50% for those who lost a job due to discrimination or been bullied in

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in school. Rates for suicide attempts exceeded 60% for those who had experienced physical or sexual assault (Grant et al., 2011).

Rape as a form of hate crime against sexual orientation and gender minorities has been well documented (Rothman, Exner, & Baughman, 2011). LGBTQI individuals are at risk for rape by members of their families, organized street gangs/hate groups, or other individuals within their communities for defying cultural and religious norms. According to the UN Special Rapporteur for women's rights, "lesbian women face an increased risk of becoming victims of violence, especially rape, because of widely held prejudices and myths...for instance, that lesbian women would change their sexual orientation if they are raped by a man" (HRC, 2011, p. 10). Lesbian women in some families and communities also face the reality of forced impregnation as a tool to seemingly force a change in sexual orientation.

Murders, including so-called honor killings of sexual orientation and gender minorities, have been reported around the globe. Such murders may or may not be reported, recorded, or prosecuted depending on the laws and norms of a nation-state. Violence against LGBTQI individuals is often quite brutal involving torture, rape, cutting, mutilation, and dismemberment of genitalia and breasts (Altschiller, 2005; HRC, 2011). Altschiller (2005) laments that the extreme brutality stems from "the absolute intent to rub out the human being because of his preference" (2005, p. 28).

Nations have a responsibility to protect individuals in state custody. However, LGBTQI individuals frequently experience harassment by police and violence within the criminal justice system (Franklin & Herek, 2003). According to the UN Committee Against Torture (2006), LGBTQI internees in prison or under State control are at greater risk for violence, including torture and rape, by other prisoners and need additional protections. Unfortunately, violence against LGBTQI detainees occurs all too frequently at the hands of police and guards (HRC, 2011). Reports of violence include beatings, rape, and arbitrary solitary confinement. Transgendered individuals have reported being aggressively assaulted on the breast and genitals to cause disfigurement or the rupture of implants with concomitant release of toxins. Moreover, in nations where sexual orientation and gender minorities are criminalized, contact with the

police may result in arbitrary detention, prosecution, or criminal sentencing.

Relationships and Family

Families are generally viewed as a source of support and community for individuals throughout their lives. Unfortunately, families' rejection of their LGBTQI members may be a source of great despair and oppression. Individuals face complex challenges when "coming out" to friends and families. LGBTQI individuals risk a range of abuses and discrimination at the hand of family for their sexual orientation or gender identity. According to the UN, this abuse and discrimination can take the form of "being excluded from family homes, disinherited, prevented from going to school, sent to psychiatric institutions, forced to marry, forced to relinquish children, punished for activist work and subjected to attacks on personal reputation. Lesbians, bisexual women and transgender people are especially at risk owing to entrenched gender inequalities that restrict autonomy in decision-making about sexuality, reproduction and family life" (HRC, 2011, p. 21). Lesbians may be forced into marriage or pregnancy to "cure" their sexual orientation.

There is very little difference between same-sex and heterosexual relationships, inclusive of both successful and more problematic partnerships. However, state-mandated limitations placed on such bonds, and denial of committed relationships, have a negative impact on individuals in same-sex relationships and their children. Societal denial of relationship status is associated with increased stress and adversely impact mental health (Rostosky, Riggle, & Horne 2009). Lack of relationship recognition extends into a host of very pragmatic arenas such as access to death benefits, access to public housing, insurance benefits, and denial of a foreign partner entry into a country. Campaigns against same-sex marriage regrettably further stigmatize gays and lesbians and can increase cultural levels of prejudice and discrimination.

Health Care

The International Covenant on Economic, Social, and Cultural Rights (UN, 1966b) argues that all individuals should have access to health care in order to attain the highest level of physical and mental health. Obviously, many countries fall short of this goal. In regions where LGBTQI status is either highly discriminated against or criminalized, many sexual orientation or gender minority individuals avoid contact with the health care system

for fear of reprisals (HRC, 2011). The entire community may be impacted by LGBTQI fear of or denial of access to the medical profession. For example, health care avoidance negatively affects efforts aimed at prevention and intervention of person-to-person transmitted diseases, including HIV/AIDS (HRC, 2011). Health care risks and lack of access to medical care in many part of the world are particularly extreme for lesbians, intersex, and transgendered women due to the added burden of multiple minority statuses.

Abuses against LGBTQI individuals and their families have occurred within health care systems around the globe. These abuses can range from denial of LGBTQI hospital or long-term care visitation for partners/spouses of individuals in same-sex relationship to forced psychiatric hospitalizations and "reparative therapies." The UN has denounced the all too common practice sometimes referred to as "reparative therapy"—efforts to change an individual's sexual orientation. The UN unequivocally stated that such approaches are "unscientific, potentially harmful and contributing (sic) to stigma" (HRC, 2011, p. 18).

Health care professionals must receive appropriate training and professional competence prior to working with sexual orientation and gender minorities. Transgendered individuals have reported the need to "teach" their health care professionals about transgender care over 50% of the time (Grant et al., 2011). Individuals may avoid health care due to the effects of marginalization, despite greater health care needs resulting from challenges associated with poverty, poor housing, and the social-psychological effects of extreme oppression. Transgendered individuals have over four times the national average for HIV infection and higher rates of smoking, alcohol and drug abuse, and a host of mental health concerns, including suicide effects (Grants et al., 2011). Health care for transgendered individuals as well as intersex individuals is often ill-informed and marginalizing. Indeed, infants born intersex are at risk from birth as often they experience gender assignment in infancy. The assumption is that their intersex "condition" is a medical problem to be addressed and corrected. Intersex children are frequently exposed to unnecessary surgeries based on societal norms of gender correctness, often without the child's or the parent's informed consent.

Closing Thoughts

The UN actively endeavors to address issues related to sexual orientation and gender mi-

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norities and protect all individuals regardless of identity around the globe. Organizations within the UN (e.g., Office of the United Nations High Commissioner for Human Rights; Office of the United Nations High Commissioner for Refugees; United Nations Children's Fund) not only provide educational and legal resources related to LGBTQI concerns but provide personal support for individuals who may be seeking human rights assistance, legal redress, or asylum. Of course, individuals facing extreme oppression with limited resource may not have easy access to UN assistance. Many states within the U.S. also have human rights commissions that respond to cases of LGBTQI abuses domestically.

The Public Interest Directorate of the American Psychological Association maintains a large website with resources for psychologists concerned about or working with members of the LGBTQI communities (see www.apa.org/pi/lgbt/index.aspx). Policy statements range from the Resolutions discussed previously to issues such as military service, hate crimes, and transgender, gender identity & gender expression non-discrimination. All told, the APA has 14 Resolutions as current policy on LGBTQI issues. Each policy statement is supported by scientific research on the topic and hence, each resolution can be used for educational as well as advocacy purposes. The APA LGBT website also includes policy news, publications, and information about current legislative actions. Extensive web links are provided on the "Advocacy" page to various organizations working on LGBT issues, additional resources within the APA, and current projects.

It is imperative that psychology play a role in advocacy, education, research, public policy, and practice issues related to LGBTQI individuals/communities and social justice. Peace psychology is uniquely poised to address issues such as discrimination and violence from a multicultural and empirically-based perspec-

tive. Together with professionals from other disciplines such as sociology, human rights, and the law, psychologists can have an impact on the local and global level. Without action, social justice will continue to be denied, individuals will be harmed, and unfortunately, lives will be lost.

When individuals are attacked, abused or imprisoned because of their sexual orientation, we must speak out. We cannot stand by. We cannot be silent. Human Rights Day commemorates the Universal Declaration of Human Rights. It is not called the partial declaration of human rights. It is not the sometimes declaration of human rights. It is the universal Declaration, guaranteeing all human beings their basic human rights—without exception. — U.N. Secretary General Ban Ki-moon (2010).

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Linda Woolf can be contacted at: woolfm@webster.edu

"It takes no compromise to give people their rights...it takes no money to respect the individual. It takes no political deal to give people freedom. It takes no survey to remove repression."

— Harvey Milk

Fostering Democratic Dialogue in Bhutan

Janet Schofield, University of Pittsburgh

In 2008, Bhutan, a remote Himalayan kingdom situated between India and China, underwent “one of the most astonishing and unique transitions to democracy witnessed...so far” (Gallenkamp, 2010, p.2) when its 4th King, an absolute monarch, abdicated in favor of his son, who assumed power under a constitution that called for democratic elections under a new constitutional monarchy. The transition to democracy occurred without internal pressure or disturbances and without any violence or the threat of it (Gallenkamp, 2010). Indeed, “the Bhutanese people had to be cajoled and convinced by ... (the) Kings to first accept and ultimately to embrace it” (Editor, 2013, p. 2).

The idea of democratic elections for their government was so far from the Bhutanese experience that in 2007 to prepare for this transition mock elections were held across the country with hypothetical parties representing different values such as tradition, development, and fair and corruption-free government (tradition won by a landslide).

Voter turnout in the first parliamentary elections was about 80%, and, overall, the elections were considered a great success (Gallenkamp, 2011). However, an often voiced concern was that they created major and sometimes long lasting splits within communities and families even though the two contesting parties had very similar values and platforms (Dorji, 2013). Another related concern about the election was that many individuals did not feel free to say what they thought about government policies, an essential component of healthy discussion in a democracy. For example, just under 20% of those responding to a query on the Bhutan Centre for Media and Democracy (BCMD) web site reported believing that Bhutanese citizens can openly say what they think; roughly 80% of the respondents said they felt this was not possible.

One of the core causes of such problems is the friction between traditions of unquestioning loyalty and obedience to authorities, ranging from the king to village and family elders, and the new democratic system of government that requires discussion of various courses of action and evaluation of the capabilities and

actions of individual candidates and the elected government in order to function effectively. But such discussion is difficult in a country in which social behavior reflects that fact that as recently as the 1950's serfs worked the rice fields of noble families. Traditional values and behavior are highly valued in Bhutan and are taught in the school curriculum that strongly emphasizes respect for authority, loyalty, and social harmony.

In a country where proper behavior requires stepping back and then bowing when meeting a person in authority (Peldon, 2008), open discussion of social and political issues is an unpracticed skill that can create anger and resentment. Further, in a country with such a strong tradition of hierarchy, the use of reasoned argumentation is not emphasized in school. Yet, such skills are essential for the healthy functioning of this new democracy where, in spite of awareness of the importance of social justice and equity, the gap between the rich and the poor is substantial (Lamsang, 2013) and issues remain regarding the status of individuals from some ethnic groups within the polity (Bhutan, n,d).

Democratic Dialogue Project and Its Purpose

The purpose of the project described here, which was funded by a small grant from the Society for the Study of Peace, Conflict, and Violence, was to increase the skills of educated youth in Bhutan in the kind of democratic dialogue and debate needed to help Bhutan's fledgling democracy flourish as it confronts the myriad issues facing it. The project did this through a) developing and refining web-based resources to teach Bhutanese high school and college students the fundamentals of effective democratic dialogue and debate, and b) providing students with both models of and practice in such behavior. The project focused on youth because well over half of the Bhutanese population (59%) is under 25 years old (Bhutan Demographic Profile, 2012) and this cohort will most directly feel the impact of many new and difficult issues, such as increasing urbanization and an upsurge in unemployment, crime, and drug use. The project focused on college students because although only about two percent of Bhutanese have a

college education (Choden, 2010), college educated individuals strongly influence public discourse in their roles as teachers, journalists, civil servants, and parliamentarians.

Methods

Several class periods in a social psychology class (enrollment=36) and a Buddhist social theory class (enrollment=29) at Royal Thimphu College (RTC, see www.rtc.bt) in Bhutan were used to field test and refine materials that had been drafted earlier under the “Democratic Dialogue” project at BCMD. These sessions were taught by a staff member at BCMD, in close cooperation with relevant RTC faculty members.

The topics covered included the importance of a) listening carefully to the arguments put forward by the other side in a debate, b) basing arguments on logic and evidence rather than on mere assertions or assumptions, and c) finding ways to make effective arguments without resorting to strategies that are culturally inappropriate and thus likely to create unnecessary hostility or conflict.

Classes were structured to encourage participation by all students and to give them significant practice in implementing the approaches to discussion and debate they were taught. With the students' permission, some of the classroom activities were filmed to provide audio-visual illustrations to use as this set of materials was made available for use in schools elsewhere in Bhutan (BCMD has been active in starting clubs at many high schools and colleges in which the use of these materials would be appropriate).

After class sessions, the BCMD staff member met with the primary investigator, a social psychologist with extensive familiarity with the area of peace psychology, the relevant RTC faculty, and sometimes with another staff member from BCMD who observed some of them. Refinement of the lesson plans and other materials was based on feedback from these individuals as well as from an anonymous survey administered to students at the project's end.

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The “Democratic Dialogue” lessons were followed by an actual debate on topics students chose. One class debated about a new government policy requiring “zero tolerance” for certain kinds of offenses among students, meaning that these offenses would lead to expulsion without the possibility of ever enrolling in school again in Bhutan. The other class debated the wisdom of a new law providing draconian penalties, such a mandatory three-year prison term, for those caught with tobacco without proof that taxes had been paid on it.

To prepare for the debates, each class conducted a range of activities, including library and on-line research as well as semi-structured interviews to gather citizens’ opinions on the debate topics. Six students from each class were selected as debaters and received additional coaching. To foster broad involvement during the actual debates, half of each class was selected to support one side and half supported the other by sending up notes about points that could be made, weaknesses in the other sides’ arguments, etc. High status individuals, including the Dean of the College, a respected TV news personality, and a member of the Royal Education Council, served as judges. The debates were taped for radio broadcast.

Results

Student feedback (74% response rate from the 65 students) on the project was very positive, as is apparent from Table 1 and 2.

Similarly, the two RTC faculty members involved were very enthusiastic. Indeed, one wrote, “I thought the debates were a real success. The students were more engaged in preparing for them than any other assignment in the semester.... My recommendation, therefore, would be to make it a regular feature in the curriculum” (personal communication, K. Applbaum, May 26, 2013).

Because there was agreement among all parties involved that the project worked well, BCMD posted the revised lesson plans on

their website where they are available across Bhutan and around the world (See <http://bcmd.bt/bcmd-home/media-democracy-literacy/lesson-plans.html>). In addition, to encourage others to provide similar educational experiences, a video about the project was created and posted on YouTube (<http://www.youtube.com/watch?v=hxyUfjoUQqM&feature=youtu.be>). The fact that this first significant collaboration between RTC and BCMD went so well also paved the way for further collaboration and interaction. For example, plans are underway to incorporate the “Democratic Dialogue” experience in most or all of the political science and sociology classes at RTC in the spring 2014. In addition, two classes at RTC just won funding from BCMD for social action projects, including one to bring the public’s attention to a Right To Information (RTI) Act being considered by the parliament.

Discussion

This project highlights the importance of finding effective non-violent ways for citizens in new democracies to discuss and debate social and political issues without creating or exacerbating destructive tensions within families and communities or between citizens from different religious or ethnic backgrounds. This is especially difficult in countries that have hierarchical social structures and that emphasize consensus as a crucial value. The importance of achieving this is illustrated by the sometimes long-lasting social divisions that arose in Bhutan with the advent of democracy. Just to illustrate, in one small village a family aligned with one of the two major political parties was denied access to the communal water tap by the other villagers who preferred the other party, making them go over 4 miles to another town to get their water for months (Wangdi, 2013). Giving students practice in the art of discussion and debate that emphasizes fact and logic

TABLE 1: Student Feedback On “Democratic Dialogue” Experiences

The debate classes...	Mean
increased my ability to debate social/political issues effectively	4.25
increased my self-confidence discussing social and political issues	3.94
provided useful information on how to debate without getting personal	4.38
provided experiences useful in everyday discussions as well as formal debates .	4.01
were enjoyable.....	4.17
were a good use of class time.....	4.29
provided useful practice in public speaking	4.35

Note: 5= Strongly agree, 4= Agree, 3= Neither agree nor disagree, 2= Disagree, 1= Strongly disagree

TABLE 2: Additional Student Feedback On “Democratic Dialogue” Experiences

The presentations by Mr. X from BCMD were.....	1.48
The video clips of debates in India, Taiwan etc. were	1.55
The refutation exercises were	1.52
The analysis of persuasion techniques was	1.48
The brief in-class debates were	1.69
The final debates were	1.68

Note: 1= Very useful, 2= Quite useful, 3= A little useful, 4= Not at all useful

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*"Meditate. Live purely. Be quiet. Do your work with mastery.
Like the moon come out from behind the clouds! Shine."*

– Buddha

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and that helps them recognize that others have the right to opinions that may differ from their own is only a start. But it is an important step in a direction crucial to the peaceful functioning of new democracies.

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Janet Schofield can be contacted at: schof@pitt.edu



Sport for Peace with Elementary School Student Leaders

Lawrence Gerstein & Lindsey Blom, Ball State University

It has been discovered that schools and other structured social settings are the most effective arenas for offering violence and anger management programs due to the frequent contact that students have with relevant material, and ongoing feedback they can receive from respected adults about their behavior (Mehas et al., 1998; Schwartz, 2001). Along with traditional methods of delivering conflict management (e.g., classroom lectures, videos), sport and physical activity can be utilized as a proactive intervention for promoting positive peace aimed at the interpersonal, intergroup, and international levels (Christie et al., 2008). In particular, sport can be employed to encourage children to attend school, promote contact between persons from conflicted communities, network individuals who are marginalized and vulnerable, and facilitate safe environments where sensitive issues can be discussed (May & Phelan, 2005). Previous sports for peace initiatives have not involved teaching elementary school children conflict resolution skills.

Our project was designed to teach conflict resolution skills to elementary school student leaders utilizing sport and physical activity as a mechanism for developing positive values, social competencies, and sportpersonship related to peaceful living. We expected participants to report more knowledge and skills about how they could appropriately regulate and express their emotions, resolve conflict, and effectively communicate and cooperate with others on and off the playing field. We also expected students to be more likely to (a) follow appropriate social norms while participating in physical activity, (b) follow the rules of the designated physical activity, and respect others when engaged in physical activity. Additionally, we predicted that students would be less likely to use physical or psychological violence to deal with conflict, and more likely to report using empathy and Satyagraha as conflict resolution strategies.

Method

Participants

The school counselor and physical education instructor at an elementary school in Muncie, Indiana, selected male and female

students from the 4th and 5th grades. These professionals were asked to pick children who were positive and negative leaders, defined by their ability to motivate and influence their peers toward a common goal. The professionals were also informed to not rely on any other criteria when picking the students. Twenty children were considered eligible for the program. Parental (guardian) consent was solicited, as was approval from the Ball State University Institutional Review Board.

Thirteen Caucasian students (6 boys, 7 girls) averaging 10 years old participated from start to the finish of the program. Of these students, six reported having learned earlier in a class how to solve conflicts with others. About half of the children were perceived by the school professionals as positive group leaders and the other half negative group leaders. All of the persons from Ball State University leading this program were unaware of the leadership status of the students.

The Program

The curriculum was grounded in social learning, developmental (e.g., cognitive, emotional, physical, social), and peace education principles and strategies. Students were taught how to live nonviolently through personal responsibility, personal values, and service to others. Cognitive-relaxation coping skills training was employed to teach students how to monitor anger, and relaxation exercises were used to promote cognitive-attitude change and enhance emotional control skills. Further, social skills training was utilized to teach students methods to reduce their anger and improve their interpersonal communication.

The program was held in the gymnasium, outside playing field, and classrooms. The children attended one-hour sessions after school, twice per week for eight weeks. Eleven male and female students enrolled in a master's degree program in counseling or sport psychology co-led the sessions.

Each session featured structured sport activities, group discussion time, and journaling

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time targeting a topic linked to nonviolence or peace (e.g., understanding anger, active listening, empathy, respect, problem solving, team building, cooperation, positive sportsmanship). Didactic and experiential activities were used such as flag tag, Rob the Roost, crab soccer, relay races, and small-sided soccer. By design, the physical activities were predominantly cooperative. Group discussions involved skits, leadership activities, drawing, and information pertaining to the topic of the day.

Instrumentation

Assessments included a demographic measure, the *Multidimensional Sportsmanship Orientation Scale* (MSOS; Vallerand, Brière, Blanchard, & Provencher, 1997), and the *Teenage Nonviolence Test* (TNT; Gerstein, Mayton, & Kirkpatrick, 2013; Mayton, Weedman, Sonnen, Grubb, & Hirose, 1999). The measures were given at the start and completion of the program.

Results

The mean scores for two of the three subscales of the TNT and two of the five subscales of the MSOS changed in the expected direction from pre- to post-test (see Table 1). Given the small sample size, it was not possible to perform statistical analysis. Therefore, we urge caution when interpreting our results.

Discussion

Although statistical analyses were not performed to test the hypotheses, the data appear to suggest that the “sport for peace” program led to students increased use of

conflict resolution skills (i.e., less likely to use physical or psychological violence and more likely to use Satyagraha [insistence on truth]). Why students did not display greater levels of empathy after attending the program is unclear. Interestingly, their pre- and post-test empathy scores were very low. This suggests this was not a commonly used behavior by the children, which was anecdotally also noted by the school counselor in her experience with this age group.

Findings involving the sportsmanship behaviors were somewhat consistent with our predictions suggesting our program was less effective enhancing these behaviors than expected. Students’ respect for the social conventions found in sport did improve, as did their own commitment to sport. Participating in the program, however, did not positively affect students’ respect for the rules, officials, and opponent. It is possible this reflects the fact that students were already very respectful of the rules, officials, and their opponents prior to beginning the program. It is also unclear why students’ scores on the Negative Approach Toward Sport subscale increased instead of decreased after the program ended.

In the field of peace psychology, using sport to teach life skills such as conflict resolution to children is quite unique. Given their developmental stage, we think involving elementary school students in physical activities is an appropriate strategy to teach these skills. With further research we may better understand how involving elementary school students in specific physical activities might contribute to their development and use of positive skills to resolve conflicts peacefully and effectively.

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Lawrence Gerstein can be contacted at: lgerstein@bsu.edu

Lindsey Blom can be contacted at: lcbloom@bsu.edu



TABLE 1: Pre- to Post-Test Mean Scores on the Teenage Nonviolence Test and Multidimensional Sportsmanship Orientations Scale

Variable	Pre-test mean	Post-test mean	Direction of change
TNT Physical and Psychological Violence ¹	84.1	86.8	Positive
TNT Empathy ^{2,3}	13.3	14.5	Negative
TNT Satyagraha ^{2,4}	9.1	8.1	Positive
MSOS Respect Social Conventions ^{5,7}	22.6	23.7	Positive
MSOS Respect Rules & Officials ^{5,7}	22.9	22.6	No change
MSOS Respect Own Commitment to Sport ^{5,7}	22.1	22.8	Positive
MSOS Respect & Concern for Opponent ^{5,7}	18.3	18.2	No change
MSOS Negative Approach Toward Sport ^{6,7}	10.5	11.6	Negative

Notes. TNT = Teenage Nonviolence Test; MSOS = Multidimensional Sportsmanship Orientations Scale (MSOS-25).

¹The higher the mean score, the greater use of this strategy to resolve conflict (scores can range from 24 to 96).

²The lower the score, the more frequent use of this strategy to resolve conflict.

³Scores can range from 8 to 32.

⁴Scores can range from 5 to 20.

⁵The higher the mean score, the greater use of this sportsmanship strategy.

⁶The lower the mean score, the greater use of this sportsmanship strategy.

⁷Scores can range from 5 to 25.

A Psychologically Solvable Problem: Dismantling Military Alliances Toward Sustainable World Peace

Robin Lynn Treptow

Markedly antedating its Military Psychology Division's 1945 establishment, the American Psychological Association's (APA) armed forces entrenchment surpasses a century's duration (McGuire, 1990). How dissonant this long-standing martial alliance—fraught with knotty moral predicaments (e.g., Arrigo, Eidelson, & Bennet, 2012)—stands within the psychology field's core substrate to promote truths that further human wellbeing! In his 1905 essay, "The War Prayer," Mark Twain (1992) poignantly staged psychological rigor for human rights amidst faith-supported armed conflict. In spite of that clarity, Seligman and Fowler (2011, p. 82), cite an ancient Hebrew text (i.e., Whom shall I send? And who will go for us? And I said, "Here I am. Send me!"—Isaiah 6:8) in context of their bold justification for intensifying psychology's involvement (direct or indirect) in warfare. Pessimism about human nature alongside muddled certainty of right versus wrong has disabled moral turpitude. Wartime killing with tragic aftermath prevails under psychology's apparent blessing.

McGuire (1990) traces psychology's martial entwinement to naval recruit screenings circa 1907. In 1918, Robert M. Yerkes formally initiated APA's military ties—deeming it "obviously desirable that the psychologists of the country act unitedly in the interests of defense" (McGuire, 1990, p. 17); active duty psychologists were World War II's legacy (McGuire, 1990). The tide spans highly deceptive Air Force tests of tolerance for cognitive dissonance, psychology-steeped training in "guerrilla warfare," and proposals to utilize Maslow's needs to overcome others' wills. Today's abject culmination is positive psychology's oxymoron of soldier fitness training and a war-focused sociopsychological mindset.

Ethics beg scrutiny as to misused authority in this mélange. Cooper (as cited in Vasquez, 2012) has divulged psychology's role in human atrocities. Yet "violating human rights" is insufferable; no allegiance thwarts pervasive moral duty (APA, 2010, p. 1). Our profession exhorts "alert[ness] to and guard[ing] against personal, financial, social, organizational, or

political factors that might lead to misuse of [psychologists'] influence" (APA, 2002, p. 1062). Beneficence and nonmaleficence; fidelity and responsibility; integrity; justice; and respect for people's rights and dignity—not wartime logic—permeate right living.

War theory—the "clash of hostile and independent wills each trying to impose themselves on the other" (United States Marine Corps cited in Kline, 2010, p. 3); "primordial violence" by the people, "hatred" by the commander [and his army], "enmity" between governments (Von Clausewitz cited in Kline, 2010, p. 3); "the human being ... [as] the primary objective of the political war...[and] viewed as the military target of guerrilla warfare, the most critical point of the human being is the mind..." (CIA, 2012, p. 1)—stands incompatible with beneficence. History reveals ill will's utter futility; a "considerable literature finds that, after hostilities are initiated, opponents are disparaged, dehumanized, or even demonized" (Levinger, 2005, p. 46).

No excuses justify. Embarrassing or no prosociality behooves psychology cease to shelter social domination with its oppressive misery. Grueling training instills military culture (values, beliefs, language; Strom et al., 2012) and biases to see threat even if it is absent (Witt & Brockmole, 2012). Civilians flail as "collateral casualties" of brutal rigor; even warriors and their beloveds fare poorly (e.g., Lambert, Engh, Hasbun, & Holzer, 2012; Maguen et al., 2010). Responsibility and forgiveness, sustainable economic development, cooperative conflict resolution, and initiatives to eliminate threats (Brown et al., 2008) exceed not psychological reach. Shared human virtues of courage, justice, humanity, temperance, wisdom, and transcendence span culture and time (Dahlsgaard, Peterson, & Seligman, 2005); hope and willingness to forgive persist despite decades of conflict (Stralen & Lawani, 2010).

Any learned helplessness (Abramson, Seligman, & Teasdale, 1978) skepticism of peaceable living falters amidst ample cognitive-affective, biological, and socio-cultural data toward human good. To disregard suffering is

indefensible. Responsibilities to society; accuracy, honesty, and truthfulness in psychology; others' access to and benefit from psychological truth; and due respect for all peoples (APA, 2002)—including uncompromised upholding of human rights (APA, 2010)—merit psychology's utmost attention.

Principled deeds are feasible. Socially heroic effort towards benevolence betwixt all cultures is in dire want; personally transformed folk who whole-heartedly embrace Fowers and Davidov's (2006) virtue of multiculturalism ("openness to the other") can help. Paraphrasing former APA President Yerkes' 1918 call to action in the more global tones of 21st century peace-making, "It is obviously desirable [and imperative] that the psychologists of this world act unitedly in the interest of abiding goodwill and sustainably peaceable living amongst all peoples."

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Peacefulness Across the Domains: A Thirty-Year Retrospective

Gregory K. Sims

The hot desert wind rose from the Great Basin in Northern Nevada and blew in my face even as I reached Donner Summit. In some ways it had been a gratifying and in other ways an agonizing three years. And as I left the stark (seemingly but not at all barren, rather beautiful) high desert, it was with a sense of great relief and the welcoming of a new page, a new chapter in my life. I was also to have brought with me a renewed dedication, interest and understanding of peace. In contemplating what I would do during the 1983-84 academic year, one of the first and foremost objectives that came from my heart, wafting into my mind was the creation of a Division of Peace Psychology for the American Psychological Association.

But to me, the APA was a somewhat boring, tedious, mainstream part of society filled with professional striving, bickering, pretense, posturing, self-aggrandizement and very little meaning. I had been a member (briefly) and allowed that membership to lapse wondering why I had ever joined the organization in the first place—apparently resolving that I had decided to pay for some dubious status. Nevertheless, my sense of affiliation and association with this organization somehow lingered. And then, and as is the case today, I saw it as a potential force for enhancing personal, social, community and political health in this country and in the world. Its poorly constructed patchwork divisional structure invited creative participation and the formation of new ways of looking at life, new ways of defining our tasks and new opportunities for the ambitious (Sims, 2001, p. 1).

For anyone who is interested, I have placed this document on file with our former Historian, Linda Woolf. Thus it can be readily accessed by anyone wishing to access the entire document. I look upon these words and see this individual (myself) coming into his

(then) fiftieth year of living having had amazing opportunities for being of service, growth, challenge and the potential for living peacefully. But I was in a sense an individual who as a child sought peacefulness through my daily living, lying in fields of grass, wandering

through woods, loving ponds and streams but not through human contact. Yet I wished for meaningful human contact as my peacefulness was fleeting.

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Note: Portions of this article overlap with the content presented at the Division 48 Hospitality Suite on 8/1/13.

Robin Lynn Treptow can be contacted at: robinlymphd@icloud.com

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In returning home from Hawaii after a very well received Symposium on Personal Peacefulness with the advent of a book on this topic edited and contributed to by myself, Linden Nelson and Mindy Puopolo with other contributors (Dan Mayton, Dale Floody, Barbara Tint, Mary Zinkin and Susan Heitler) one might see my aspirations as realized.

The Working Group for the Research and Promotion of Personal Peace will now transition into the hands of John Szura as I gradually ease into a less active, supportive role. So the diagnostician within me looks at all of this with some considerable reflection: Thirty years ago I rejoined the APA and contacted Jane Hildreth, a Divisions Representative, who informed me no more divisions were to be allowed. I had no doubt—none—we would prevail. And a short time later the policy was reversed.

Of course, the division took many years to form and much of the success occurred through the efforts of many others. But this is not a review of those events exactly. In part it is a catharsis, a sharing with you the very partial, fragile nature of peaceful growth in the midst of increasing social disorder and a seemingly diminished interest in the living of a sustained peaceful state by large portions of society. The sample from which I draw these tentative conclusions includes my family; a spouse, a couple dozen adult children and assorted relatives, colleagues, and yes, the leadership of this larger group reading this article. It also includes members of the local San Luis Obispo, CA. Democratic Party and a Bodhi Path Tibetan Buddhist group with whom I caucus. The small group of editors working on

the book and the symposium, *Personal Peacefulness, Psychological Perspectives*, has offered me much in the way of a deeper realization of how peacefulness unfolds moment by moment. The standing room only audience at the symposium was much appreciated. Also, for many years I have been working with the Dalai Lama Foundation (www.dalailamafoundation.net) offering a daily writing on Eleven Explorations into Personal and Interpersonal Peacefulness.

Perhaps it is this latter group, the Dalai Lama Foundation, which has occasioned this reflection. We have been for perhaps ten years an online organization (e-mail, info@dlfound.net) but now are beginning to have meetings in the community that are changing who we are, not only to the community, but to each other. This is because it is evident we are manifesting peacefulness outwardly—through words, music, meditation, outreach, writing as examples.

My inclination is to suggest we, as *the division of peace psychology*, do not know how very valuable we are. Most particularly, what is needed from us is to move into formations of organic involvement wherein we carry our trade and credentials with us. What we have gained from each other is the capacity to view life as participants and as observers. That may not seem atypical to a clinician or academician who often uses these talents in treatment, research, consultation and presentation. But they are assets that are being lost by the general public through the determination of perspective resulting from social formulations such as the media and commentary, which have value but do not provide one

with an autonomous basis for awareness and concept formation.

Peace as a central instrument of living appears to be less readily communicated. Within the groups inclined to study related phenomena there is openness to peacefulness, but these contacts occur in very private settings. There does not seem to be a prevailing capacity to understand that achieving peacefulness through unpeaceful means results in perpetual unpeacefulness such as with the American Revolution wherein the mindset of separation continues today.

Personal peacefulness can be developed. It can be facilitated in others and add significantly to *Group Centered Caring*. This is a concept I developed for use with adolescents in placement who could not trust each other, but could trust the group.

I think it is time to take our skills on the road and begin making inroads into populations of individuals who need much assistance with the blending of concept formation and personal, engaged, peaceful caring. You have much to offer. Use your resources as acts of generosity.

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



Donations to the Society

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

John Gruszko, 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.

*“For it isn't enough to talk
about peace.*

One must believe in it.

*And it isn't enough to
believe in it.*

One must work at it.”

– Eleanor Roosevelt



Division 48 APA Council Representative Report

Kathleen H. Dockett, University of the District of Columbia

Completing my three-year term as Division 48's Representative, the July-August 2013 Council meeting was indeed historic! Nearly all agenda items were approved on a consent agenda in order to allow time to deliberate and take action on two highly controversial items. Namely, Council acted on motions to adopt a reconciliation of APA policies governing psychologists' work in national security settings including the rescission of the controversial PENS policy, and to substantially alter the APA governance structure—the Good Governance Project. My report speaks primarily to these two items.

First however, it is important to note that the APA Council of Representatives, as the policymaking body of the world's largest organization of psychologists, does not arrive at decisions without due consideration. The process leading up to adoption of new policies and guidelines includes review at several levels by boards and committees, the membership, and the public. An iterative process of feedback and revision including further analysis and appraisal follows these reviews. Thus even items approved on the consent agendas without debate have undergone a rigorous review.

COUNCIL ACTIONS OF INTEREST

Reconciled Policy Approved; PENS Rescinded

On August 1, 2013, the APA Council of Representatives (CoR) passed the resolution Policy Related to Psychologists' Work in National Security Settings and Reaffirmation of the APA Position Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment. By an overwhelming majority, CoR approved the reconciled policy and rescinded PENS policy (92%), and received the Task Force Report (97%). The 2008 Petition Resolution and the 2006 Resolution Against Torture and Other Cruel, Inhuman, and Degrading Treatment or Punishment were retained as standalone policies in addition to their integration into the Reconciled Policy.

For a discussion of the main advantages of the Reconciled Policy, see the article elsewhere

in this newsletter titled, "Reconciled Anti-Torture Policy Adopted and PENS Rescinded" co-authored by Policy Task Force Chair Linda Woolf, and Peace Psychology Council Representative and Task Force member Kathleen Dockett. The article clarifies the benefits of the Reconciled Policy, including how it is stronger than any previous policy alone. I highly recommend that you read this article along with reading the actual policy and the Report of the APA Member-Initiated Task Force to Reconcile APA Policies Related to Psychologists' Work in National Security Settings Task Force Report. Both are available at <http://www.apa.org/about/policy/national-security.aspx>.

Individual members of Council including many of our good friends in the Divisions for Social Justice applaud the significant contribution of the APA Member-Initiated Task Force to clarifying APA policy and bringing the Petition Resolution policy to the forefront. An important factor in the passage of the resolution was the collaboration with Division 39, which resulted in friendly amendments. Their constructive criticism and willingness to enter into a collaborative relationship to "fix a problem" is a model for our work.

My praise goes to the Task Force members from Division 481, Linda Woolf (chair), Julie Meranze Levitt (including myself), along with William Strickland of Division 19 and Laura Brown of Division 35, for their conscientious and challenging work in clarifying APA policy. Since 2011, the Task Force spent thousands of hours researching and drafting the policy resolution, communicating with hundreds of people including various APA Boards and Committees, with the Committee on Legal Issues, the Ethics Committee, the Policy and Planning Board, as well as consultants who provided commentary on the various policy drafts, and a public review as well. Informal coalitions were built along the way, working with psychologists of varying perspectives and attempting to garner support for the effort. This was often quite challenging to say the least. This collaborative approach

facilitated the almost unanimous approval of the policy.

We all recognize there is much that remains to be done as next steps in the ongoing evolution of policy development and implementation. In the spirit of the African concept Sankofa², looking backward to go forward, taking wisdom from the past, we recognize the foundational work of those who have gone before us in shaping APA policy in this arena. This includes the outstanding efforts of former 48 Council representatives Corann Okorodu, Judith Van Hoom, and Albert Valencia, and a wealth of our other peace psychology leaders and members, too numerous to name. Moving forward, we support our Division 48 Council representatives, Eduardo Diaz (2012-2014) and Jean Maria Arrigo (2014-) in their efforts to continue this necessary work.

Initial Steps in Implementation of the Reconciled Policy include:

- 1 APA Reconciled Policy Letter to US President Barack Obama, Attorney General, Secretary of Defense, CIA Director, and key members of Congress. These letters:
 - ▶ Highlight the reconciled policy as APA policy in relation to psychologists' work in national security settings;
 - ▶ Reaffirm as APA policy that psychologists are always prohibited from engaging in torture or other cruel, inhuman, or degrading treatment or punishment;
 - ▶ Highlight the petition resolution—informs relevant parties with the US government that psychologists are prohibited from participating in such methods and working in such settings that are operating outside of or in violation of human rights expect when working for unless they are working directly for the persons being detained or for an independent third party working to protect human rights;
 - ▶ Inform the rescission of PENS and affirms that the document is no longer APA policy;

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- ◆ Affirm our revised Ethics Code—makes clear that the APA Ethics Code stipulates that “if the Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority or organizational demands, psychologists make known their commitment to the Ethics Code and take reasonable steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights. Thus the APA upholds the prerogative of psychologists under the Ethics Code to disobey law, regulations, or orders when they conflict with ethical practice in keeping with revised Ethical Standard 1.02. Under no circumstances may the Ethics Code or any external factors whatsoever be used to justify or defend a violation of human rights.”;
- ◆ Call upon President Obama and others listed above to affirm their commitment to prohibit the use of torture and other cruel, inhuman, or degrading treatment or punishment in interrogations and any other detainee-related operations; and
- ◆ Call upon the US legal system to reject testimony that results from torture or cruel, inhuman, or degrading treatment or punishment.
- ② Updating of APA Websites (cf., <http://www.apa.org/about/policy/national-security.aspx>) to inform our membership and the public of APA policy currently in effect.

APA Governance Restructured: Good Governance Project Approved

In a historic action, Council voted to approve most recommendations of the Good Governance Project, which for the past three years has worked to identify ways to increase the alignment of the association’s governance with APA’s strategic plan, to enhance nimbleness of governance and to increase member engagement. According to APA President Donald N. Bersoff, PhD, JD, the changes will allow council “to devote more, if not all of its time, to issues that members are most concerned about, such as research funding, psychology’s role in integrated health care and the future of psychology education...In essence, these changes will allow council to be more proactive about the issues and oppor-

tunities emerging within the discipline and what APA should do to address those issues.”

The changes are printed below as reported in Faberman’s (October, 2013, p. 21) *Monitor* article, call for:

- ◆ Enhancing the use of technology to expand communication among governance members and between governance and the general membership.
- ◆ Developing a program that would create a new pipeline for leadership in APA governance.
- ◆ Creating a triage system that would enable governance to work efficiently and nimbly on new issues, without duplicative efforts.
- ◆ Expanding the council’s scope to focus on directing and informing major policy issues and ensuring policy is aligned with APA’s mission and strategic plan.
- ◆ Delegating responsibility for budget and internal policy matters to APA’s Board of Directors for a three-year trial period.
- ◆ Changing the composition of APA’s Board of Directors to be more representative of APA’s membership. The board would include six members-at-large elected by and drawn from the membership, with the candidates selected based on a needs assessment following an open nominations process.

An implementation work group is currently working on two models that would change representation on Council. Farberman further states,

One model calls for modifying the current constituent-based model by providing one unit/one vote for each division and state, provincial, territorial psychological association (SPTAs) and adding seats for other perspective groups/affiliated organizations; the other model would include some elements from the first model, including one unit/one vote for divisions and SPTAs, and may add disciplinary/mission based seats (e.g., education, science, public interest practice and health) and diversity representatives (such as ethnic-minority psychological associations, early career psychologists, members of the American Association of Graduate Students). Both

models would result in a smaller Council. Currently, the council has 162 members from divisions and SPTAs, plus members of the Board of Directors. It is anticipated that the new structure would include 134 to 140 members, not including the Board of Directors. The working group will begin to share its recommendations with council at its February meeting. Any changes to the Board of Directors or Council’s structure must be approved by the membership through a bylaws amendment. The bylaw ballot is expected to be sent to members for a vote next year, once the council has given any approval for structural changes. Thus it would be 2015 at earliest that divisional representation may be affected.

OTHER ACTIONS

In the area of education, Council adopted three measures to promote quality and strengthen psychology education at the undergraduate, graduate, and professional development and continuing education levels. Most noteworthy for the Division, at the undergraduate level, Council adopted a revision of its 2006 standards, now *APA Guidelines for the Undergraduate Major: Version 2.0*. New to these guidelines is a learning goal that calls for the development of students’ *ethical thinking and social responsibility* in a diverse and changing world. The goal calls for infusing issues of social responsibility and diversity across the curriculum and into our classrooms. This is an exciting development. Certainly, the Peace Psychology has much to offer psychology faculty in ways to accomplish this goal.

Other Council actions are printed below as they appear in Rhea Faberman’s *Monitor* report (October 2013, pp. 20-22).

- ◆ Recognized sleep psychology and police and public safety psychology as specialties in professional psychology.
- ◆ Approved continuing recognition of counseling psychology and school psychology as specialties in professional psychology.
- ◆ Recognition of biofeedback: applied psychophysiology as a proficiency in professional psychology was extended for a period of one year.
- ◆ Recognition of clinical psychology as a specialty in professional psychology was extended for a one-year period.

- ▶ Adopted guidelines for the practice of telepsychology.
- ▶ Adopted revised standards for educational and psychological testing.
- ▶ Adopted guidelines for psychological practice with older adults.
- ▶ Adopted a resolution on Counseling in HIV testing programs.
- ▶ Approved a 2014 budget plan including a spring revenue estimate of \$111million as outlined to serve as the revenue framework for the development of the 2014 Budget.
- ▶ Elected 146 APA members to fellow status.

It has been my pleasure to serve you in the capacity of Council Representative for the past three years. I look forward to continued service in APA governance, most immediately as secretary of the Public Interest Caucus and as continuing chair of 48's Ethnicity and Peace Working Group.

Notes:

¹Primary division affiliations are provided for identification purposes and do not imply divisional membership endorsement.

²“The Akan people of Ghana use an Adinkra symbol to represent this idea and one version of it is similar to the eastern symbol of a heart, and another version is that of a bird with its head turned backwards taking an egg off its back. It symbolizes one taking from the past what is good and bringing it into the present in order to make positive progress through the benevolent use of knowledge.” (Retrieved from <http://en.wikipedia.org/wiki/Sankofa>)

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



Division 48 APA Council Representative Report

Eduardo I. Diaz

The APA Convention in Hawaii will go down in history as a momentous occasion given the Council of Representatives (COR) voted to dramatically change its structure. The final details are not in yet, given COR still has to define which of two, one representative by Division, models will prevail in a vote that will likely occur at the February 2014 meeting.

The change is viewed as positive by a majority of COR members, but there is a significant minority that fears the change will result in less access to leadership for early career Psychologists, and for those who advocate for non-mainstream branches of our field. However, the change has the full support of most of the early career people on Council that I have encountered!

Division 48 will therefore have to get used to the idea of having but one Council representative, likely commencing in 2015. My three-year term ends in December of 2014, and I am not clear how the process will evolve to implement the new structure. Jean Maria Arigo, PhD, begins her term on Jan. 1, 2014, and I do expect both of us will be active as COR reps for the Peace Psychology Division for that particular calendar year.

At the end of my second year on Council, I find myself running for a position on the APA Committee on the Structure and Function of Council. I will let you know via the listserv if my fellow Council members have voted for me, or not. In addition, I have accepted a new role on the Caucus for the Optimal Utilization of New Talent (COUNT), as Chair of the Executive Committee. I am intrigued by the prospects for change but also want to be in a position to maximize influence from a Peace Psychologist perspective.

I want to welcome my fellow Division 48 representative, Jean Maria, to this very diverse governance body. It has taken me a while to begin to figure out how it works and I am still learning. I will do everything I can to help orient her.

I will end by expressing my deep appreciation for all of you who choose to affiliate with our Society. I aim to represent the breath of

your interests, not just those of the most vocal activists among you. I know that our listserv activist focus on ethics issues represents but a fraction of the work being done by dedicated Peace Psychologists conducting research in a variety of violence reduction, community building and conflict transformation areas. Our Society consists of a variety of practitioners, researchers, educators and activists. I want a better APA than the one we currently have, one that is more inclusive and progressive, one that will serve the public good without being side tracked by guild issues or distracted by the special interests of a few.

Thank you for giving me the opportunity to serve as one of your representatives on Council. Please email or call me at 786-239-2252, to express any concern or suggestion. I look forward to a challenging 2014!

Eduardo I. Diaz can be contacted at: avpmiami@aol.com

Peace Education Resources: Peace and Education Working Group Report

*Linden Nelson,
Working Group Chairperson*

In recent years the Peace and Education Working Group has focused on collecting and sharing resources for teaching about peace, conflict, and violence. We have done so by developing the Educational Resources section of the Division 48 website, by using a moderated listserv, and by organizing programs for APA conventions. You are invited to visit the Educational Resources of our website at <http://www.peacepsych.org/peace-education.htm>. There you will find syllabi developed by leaders in peace psychology, suggestions for teaching about peace, Power Point presentations, lecture outlines, classroom activities, and other resources concerning peace education. We are constantly looking for new materials; so if you have developed something that may be useful for peace educators, please send that to me for our consideration.

I moderate a peace education listserv that sends information about peace education resources to members of the list about two to three times a month. Please contact me if you would like to be added to this listserv. The following section of this report provides examples of listserv announcements that were sent to members in recent months.

Continued on page 32

Recent Listserv Announcements

Pillars of Peace

A new report (9/10/2013) from the Institute for Economics and Peace may be of interest to peace educators. It might be particularly useful as a resource for university teachers and students. The 63-page report, "Pillars of Peace," may be downloaded as a free PDF at <http://visionofhumanity.org/#page/news/693>. The following is a description of the report from page 1 of the Executive Summary:

The Pillars of Peace is a new conceptual framework for understanding and describing the factors that create peaceful societies. This framework defines the national characteristics which are most closely associated with peace and has been derived from a process of statistical analysis.

Peace Studies Programs

In an effort to assist educators who are advising students on programmatic options, David Smith has created two pages on his blog that might be useful.

Online Guide to Peace and Conflict Studies Programs (undergraduate and graduate): This is a list of online links to undergraduate and graduate peace and conflict programmatic listings. If you are aware of any guides that I have missed, please let me know. The URL is <http://davidjsmithblog.wordpress.com/online-guides-to-peace-studies-and-conflict-resolution-programs-undergraduate-and-graduate/>

North American Community College Peace and Conflict Studies Programs and Initiatives: This list consists of 27 Canadian and U.S. community colleges that are supporting peace and conflict resolution programs with links. The URL is <http://davidjsmithblog.wordpress.com/north-american-community-college-peace-and-conflict-programs-and-initiatives/>

Violence Prevention Manual

Human Rights Education Associates (HREA) announces the release of *Human Total: A Violence Prevention Learning Resource*. "Adolescence is an ideal time to promote attitudes and behaviors that prevent interpersonal violence. *Human Total* is the first resource to blend life skills with human rights education" says HREA's Founder and Senior Advisor, Felisa Tibbitts, who helped prepare the pilot draft of the manual.

Human Total will be a vital resource for students, educators and parents. Targeted toward young people between the ages of 10 and 14, the manual helps learners understand attitudes that promote violent behavior. *Human Total* contains 32 adaptable lesson plans, including ways to recognize and understand violence in social contexts and techniques for minimizing violence through education about human rights and active participation in the community. The manual also features a note for facilitators on how to use it, tools for outreach to parents and guardians, recommendations for additional resources, and eight annexes with supplemental information. The resource was piloted in El Salvador and Kenya.

Human Total: A Violence Prevention Learning Resource is currently available in English (PDF) and will soon be available in Spanish as well. It is available at: http://www.hrea.org/resource.php?doc_id=2155/

Conflict Resolution Education

A number of free resources are available from the Global Issues Resource Center, Cuyahoga Community College:

For three policy meeting reports in Conflict Resolution Education, Social and Emotional Learning, Civic Education and Democracy Education, just click on the reports from 2007, 2009, and 2010 available on the right side of the page at: http://www.creeducation.org/cre/global_cre. Also on the right of that page are the links to Power Points and summaries from the last six International Conferences on Conflict Resolution Education. Interested in the Northeast Ohio Juvenile Corrections Officer (JCO) 120-hour curriculum, 32 hours of which are in conflict management that we coordinated? Access it free here: <http://www.creeducation.org/cre/jdo/>

Want to access the "How to manual for colleges developing peace and conflict studies programs" that we co-developed? You can access the sample documents and resources from colleges across the U.S. The page was updated in early August with additional resources from the June 2013 Seminar for colleges and universities developing peace and conflict studies programs that was hosted by our Center in collaboration with David Smith of George Mason University. The URL for the sample syllabi, market surveys, etc. http://www.creeducation.org/cre/policymakers_and_admins/peace_studies_at_community_colleges

New Projects

The Peace and Education Working Group welcomes suggestions for new projects that apply peace psychology for educating people to be peaceful. Of course, we are equally interested in finding volunteers to lead and participate in any such projects. One recent suggestion is the possibility of contributing to public education about peace, conflict, and violence by developing Wikipedia pages and Wikiversity courses on peace psychology and peace psychology topics. Wikipedia does not currently have a page on peace psychology, and Wikiversity does not have a course on peace psychology. If you are interested in joining with others in the working group to create materials for these online resources, please contact me.

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

Spirituality and Humanitarian Practices Working Group Update

Steve Handwerker

These are the projects our working group membership are involved in now:

International and National Humanitarian Interventions/Paradigms: The most successful components of the HSI (humanitarian and sustainable initiative) initiative includes international "school to school initiatives" focusing on STEM programs for sustainability projects and leadership with teacher liaisons; recycling and environmental conservation projects; and mindfulness work to ameliorate PTSD and to promote resiliency in devastated areas. This working group, now 12 core members and over 100 on LinkedIn, have been meeting regularly via webinar.

Crisis Intervention Project: Teams of experts in five major areas, including humanitarian relief (medical and psychological), are working on the ground and via web to provide relief to tent villages and communities in Haiti and now are setting up for working in Detroit, MI. Various medical and mindfulness practices are being delivered and research (and findings) are being gathered to create a publication which will validate the effectiveness and efficacy of the sustainable aspect of humanitarian relief to build peace, stability, and survivability in these devastated communities and situations. Issues of HRE and infrastructure are now being addressed as well.

Conscientious Objection Project: The project is coalescing efforts with other significant groups and individuals who have been working in this area for decades toward the creation of a public website which will allow and promote access for a voice of conscience for professionals, students, citizens, and people from all walks of life. We are working to generate more visibility and commitment from individuals in the field who will hopefully be able to share their experiences and efforts at peace building at the 2014 APA convention.

Other Service Initiatives: Involvement with The National Center for Crisis Management (an arm of Homeland Security) has expanded into working with the CEO and Founder Marc Lerner (a former colleague and friend from Hofstra University) to generate expansive ways to elevate awareness in areas of prevention and resiliency with regard to PTSD in diverse venues, including schools and corporations. Resiliency work continues to be at the forefront and the methodologies involved are multidimensional, with particular emphasis on humanistic psychology practices such as mindfulness, meditation, and hatha yoga.

Building Interfaith Harmony: This project has been under way since the year 2000 and will create links with the peace building projects and presentations at universities. The Palm Beach Community College Network has been receptive in the past to these symposia and will revisit this in the near future. Our work with local religious leaders was interrupted by the illness of a very vocal Rabbi who was instrumental in the past in promoting these venues for dialogue. We are persisting in reinstating the dynamic forums for this work to continue.

I recently presented in multiple venues at the Miami Conference for Div 27 Community Psychology and Social Action: Sharing on "Peacebuilding and Conflict Resolution through Community Development and Humanitarian Sustainable Interventions." We had a wonderful connect with the HSI team.

If anyone has any interest or comments on any of the above PLEASE feel free to contact me or visit us at or listserv (SpiritualityAndHumanitarianPractices@yahoo.com).

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



Peace Psychology Newsletter Editor

The Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division 48 of the American Psychological Association is seeking an editor for Peace Psychology, the bi-yearly newsletter publication of the Division. This is an unpaid, three-year, appointed position. The editor is responsible for:

- Editing newsletter submissions (spelling, grammar, APA style).
- Working with authors to provide feedback, suggestions, etc.
- Recruiting submissions for the newsletter (articles and/or special issues).
- Writing a column in the newsletter.
- Working with a graphic designer/associate editor to create the final product.
- Selecting a local print shop and bulk mailing company to print and distribute the newsletter domestically and internationally.
- Maintaining an active relationship with the Division 48 Executive Committee (e.g., attending committee business meetings, participating on the Division leadership listserv).

Applicants for the position should have achieved a terminal degree (e.g., PhD), been active in the field of peace psychology, and have demonstrated experience as an editor. In addition, the successful applicant should have strong ties to a not-for-profit institution (e.g., University) to aid with the mailing of the newsletter. Interested applicants should submit a cover letter and CV to Michael Hulsizer, Webster University, Department of Behavioral and Social Sciences, 470 E. Lockwood Ave., St. Louis, MO 63119. Materials may also be sent via email attachment (.pdf format) to hulsizer@webster.edu. **Review of applicants will begin on January 31st and will continue until a final candidate is selected.**

Division 48 Endorses

"Taking a Stand Against Racism: A Time to Act."

Kathleen Dockett, Division 48 Representative to APA Council

I am delighted to provide (on next page) an updated list of 48 members who have individually endorsed the statement "Taking a Stand against Racism: A Time to Act" written by psychologists Dr. Helen Neville and Dr. Beth Rom-Rymer for the APA Ethnic Minority Caucus. The statement addresses the case of Trayvon Martin and the murder of boys and men of color in the United States. Our total is now 40, in addition to our Executive Board's endorsement. You should be able to view the statement and list of Division 48 endorsers (along with any modifications) on our webpage and Facebook page, courtesy of our Internet Editor Carolina Munoz Proto.

Currently you can see an updated website version of the statement with 48 listed as cosponsor at (<http://hellenneville1.wix.com/time-to-act>). I also call your attention to the excellent special issue on the Trayvon Martin case in the *Journal of Social Action in Counseling and Psychology* (2013).

Thank you all for sending a clear message that Peace Psychology does not condone and will not tolerate ethnocide in its variant contemporary forms of structural and direct violence, ranging from Stop and Frisk policies, Stand Your Ground laws, to other indirect and direct forms of racial profiling, to the negative racial stereotyping and micro-aggressions that assault the psychological and physical health and well-being of boys and men of color (of course, girls and women of color are included).

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ANNOUNCEMENTS

Continued from page 33

I am now 71, born and raised in Chicago, a multiethnic urban center. Throughout my entire life I have experienced various forms of racial stereotyping, prejudice and discrimination, structural and direct. Like Rose Parks, I too am “tired,” but will continue to channel my professional energies toward solutions of various sorts. Your camaraderie as we walk this path to peace has been a source of tremendous support. Thank you! and ‘let’s keep on a-walkin’...

The statement can be found at: http://www.peacepsych.org/images/Trayvon_Martin_Statement_Final_10-31-13.pdf



ENDORSEMENTS

APA Division 48 Executive Committee and Individual Member Endorsements from the Society for the Study of Peace, Conflict, and Violence for the Statement “Trayvon Martin and the Murder of Boys and Men of Color.”

1. Morton Deutsch, PhD
2. Marv Megibow, PhD
3. Kathleen Dockett, EdD
4. Ian Hansen, PhD
5. Robin Lynn Treptow, PhD
6. Alan E. Gross, Ph.D.
7. Jean Maria Arrigo, PhD
8. Rachel Macnair, PhD
9. Linda Heath, PhD
10. Jacob Jaffee
11. Lynn C. Waelde, PhD
12. Katharine Bertolet, PsyD
13. Katherine Lacasse, PhD
14. Shahin Sakhi, MD, PhD
15. Courtney Klosterman
16. Kathleen Reilly, PhD
17. Juvia Heucher, PhD
18. Steven Kanofsky, PhD
19. David Kannerstein, PhD
20. Paul Kimmel, PhD
21. Adrienne Aron
22. Bradley Olson, PhD
23. Susan Opotow, PhD
24. Michael R. Hulsizer, PhD
25. Lauren Hodge
26. Caitlin Mahoney, PhD
27. Fathali Moghaddam, PhD
28. Elizabeth Vitale, MSN, PsyD
29. Chalmer Elaine Thompson, PhD
30. Edmund Gordon, EdD
31. Stanley Krippner, PhD
32. Omidiji Bolanle
33. Corann Okorodudu, EdD
34. Julie Meranze Levitt, PhD
35. Carolina Munoz Proto, MA, MPhil
36. Ruben Ardila, PhD
37. Courtney Klosterman
38. Linda M. Woolf, PhD
39. Brian Schwartz, PhD
40. Gil Reyes, PhD

2014 PEACE PRIZE CALL FOR NOMINATIONS

EACH YEAR THE US PEACE MEMORIAL FOUNDATION AWARDS A PEACE PRIZE to an American or U.S. organization of national prominence that has taken a public stand against one or more U.S. wars and/or devoted their time, energy, and other resources to finding peaceful solutions to international conflicts. **Division 48 members are invited to submit nominations for the 2014 honor.**

You may read about previous recipients Bradley Manning, Medea Benjamin, Noam Chomsky, Dennis Kucinich, and Cindy Sheehan at www.uspeacememorial.org/peaceprize.htm.

HERE ARE THE DETAILS:

- Nominations for the 2014 Peace Prize will be accepted until April 30.
- Nominees must be listed in our publication, the *US Peace Registry* (www.uspeacememorial.org/Registry.htm). The information there will be the only data considered by the Board of Directors when making its selection. If you have someone in mind to nominate, and they are not yet included in the *US Peace Registry*, there is still time for them to submit their peace and antiwar activities for consideration. They can do that by completing either an Individual (www.uspeacememorial.org/Individual.htm) or Organization application (www.uspeacememorial.org/Organization.htm). Those already in the *US Peace Registry* should make certain that their listing is current.
- Submit 2014 Peace Prize nominations to me by April 30 at Knox@USPeaceMemorial.org. Please provide contact information for your nominee so that we can notify them of the nomination.

Since 2005, the US Peace Memorial Foundation has directed a nationwide effort to recognize peace leadership by publishing the *US Peace Registry*, awarding an annual Peace Prize, and planning for the US Peace Memorial in Washington, DC. These educational projects help move the U.S. toward a culture of peace as we honor the millions of thoughtful and courageous Americans who have taken a public stand against one or more U.S. wars or who have devoted their time, energy, and other resources to finding peaceful solutions to international conflicts. We celebrate these role models in hopes of inspiring other Americans to speak out against war and for peace.

If you haven't yet become a Founding Member, please join these visionary leaders by going to www.uspeacememorial.org/Donate.htm. Have your name permanently associated with peace. Founding Members are listed on our website www.uspeacememorial.org/Donors.htm, in our publication the *US Peace Registry* www.uspeacememorial.org/Registry.htm, and eventually at the National Monument we will build in Washington, DC.

Email me at Knox@USPeaceMemorial.org if you would like to volunteer or if you have any questions, concerns, or suggestions.
Michael D. Knox, PhD, Chair, US Peace Memorial Foundation, Inc.

DIVISION LEADERSHIP INFORMATION (January 2014)

Updated directory information can be found at <http://peacepsych.org>

DIVISION OFFICERS

PRESIDENT

Bradley Olson,
National Louis University (IL)
(312) 261-3464; bradley.olson@nl.edu

PRESIDENT-ELECT

Rebekah Phillips DeZalia
Atlantic Beach (NC)
rphillipsdezalia@gmail.com

PAST PRESIDENT

Rachel M. MacNair,
Institute for Integrated Social Analysis (MO)
(816) 753-2057; rachel_macnair@yahoo.com

SECRETARY

Caitlin O. Mahoney
Metropolitan State University (MN)
(651) 999-5823; caitlin.mahoney@metrostate.edu

TREASURER

Juvia P. Heuchert,
Allegheny College (PA)
(814) 332-2397; jheucher@allegheny.edu

APA COUNCIL REPRESENTATIVES

Jean Maria Arrigo
Irvine (CA)
(949) 854-8841; jmarrigo@cox.net

Eduardo Diaz

(FL) (305) 255-5817; avpmiami@aol.com

MEMBERS-AT-LARGE

Rezarta Bilali
University of Massachusetts Boston (MA)
(617) 287-7165; rezarta.bilali@umb.edu

Gilbert Reyes

Fielding Graduate University (CA)
(805) 898-2907; greyes@fielding.edu

John Paul Szura

John Stone Friary (IL)
(773) 684-6510 ext. 17; johnpaulosa@aol.com

HISTORIAN/ARCHIVES

This appointed position is currently open.
Please contact Rachel MacNair if interested.

CONVENTION PROGRAM CO-CHAIRS

Katherine Lacasse
Clark University (MA)
katherine.lacasse@gmail.com

Maggie Campbell

Clark University (MA)
MaCampbell@clarku.edu

MEMBERSHIP CHAIR

Linda Heath
Loyola University Chicago (IL)
(773) 508-3023; lheath@luc.edu

STUDENT AND EARLY CAREER CHAIR

Violet Cheung
University of San Francisco (CA)
(415) 422-4373; vcheung@usfca.edu

INTERNET EDITOR (Listserv Moderator/Website Editor)

Carolina Muñoz Proto, CUNY (NY)
cmunoz_proto@gc.cuny.edu

JOURNAL EDITOR

Fathali M. Moghaddam
Georgetown University (DC)
(202) 687-3642; moghaddf@georgetown.edu

NEWSLETTER EDITOR

This appointed position is currently open.
Please see the ad on page 33 if interested.

COMMITTEE CHAIRS

FELLOWS

Sheldon Levy
Wayne State University
(313) 577-2832; aa4389@wayne.edu

FINANCE

Juvia P. Heuchert (see Treasurer)

NOMINATIONS AND ELECTIONS

Rachel MacNair (see Past-President)

PUBLICATIONS

Dan Christie
Ohio State University (OH)
christie.1@osu.edu

STRATEGIC PLANNING

Peter T. Coleman
Teachers College (NY)
(212) 678-3112; coleman@tc.edu

WORKING GROUPS (WG) / TASK FORCES (TF)

Please contact the following chairpersons for additional information and/or opportunities to get involved.

ETHNICITY AND PEACE (WG)

KKathleen H. Dockett
University of the District of Columbia (DC)
(202) 274-5705; kdockett@udc.edu

Judith Van Hoorn

University of the Pacific (CA)
(510) 233-2959; jvanhoorn@pacific.edu

FEMINISM AND PEACE (WG)

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

IMMIGRATION (TF)

Judith Van Hoorn (see Ethnicity and Peace)

PEACE AND EDUCATION (WG)

Linden Nelson
San Luis Obispo (CA)
(805) 544-3928; llnelson@calpoly.edu

SPIRITUALITY AND HUMANITARIAN PRACTICES (WG)

Steve Handwerker
International Assoc. for the
Advancement of Human Welfare (FL)
(561) 447-6700; peacewk@peacewk.org

PERSONAL PEACEFULNESS (TF)

Gregory Sims
Unicorn Youth Services (CA); gregory@saber.net

LIAISONS

DIV. 2 – TEACHING OF PSYCHOLOGY

Linda M. Woolf (see Feminism and Peace Working Group)

DIV. 17 – COUNSELING PSYCHOLOGY

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

DIV. 19 – SOCIETY FOR MILITARY PSYCHOLOGY

Jean Maria Arrigo (see COR)

DIV. 36 – PSYCHOLOGY OF RELIGION

Rachel M. MacNair (see Past-President)

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Judy Kuriansky (see Division 17 Liaison)

DIV. 44 – LESBIAN AND GAY ISSUES

Bianca Cody Murphy
Wheaton College (MA)
(508) 286-3690; bmurphy@wheatonma.edu

DIV. 54 – SOCIETY OF PEDIATRIC PSYCHOLOGY

Judy Kuriansky (see Division 17 Liaison)

APA PRESIDENTIAL COMMITTEE ON DIVERSITY

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

ASIAN-AMERICAN PSYCHOLOGICAL ASSOCIATION

Judy Kuriansky (see Division 17 Liaison)

ASSOCIATION FOR BLACK PSYCHOLOGISTS

Kathleen Dockett (see Ethnicity & Peace Working Group)

COMMITTEE ON INTERNATIONAL RELATIONS IN PSYCHOLOGY

Gilbert Reyes (see MAL)

NATIONAL LATINO/A PSYCHOLOGICAL ASSOCIATION

Eduardo Diaz (see COR)

SOCIETY OF INDIAN PSYCHOLOGISTS

Dan Mayton II
Lewis-Clark State College (ID)
(298) 792-2280; dmayton@lsc.edu

SPECIAL TASKS

DIVISION HANDBOOK

John Paul Szur (see MAL)

LISTSERV MODERATOR

Chad Rummel
Division Services Office
(202) 336-6121; crummel@apa.org

MEDIA CONSULTANT

Judy Kuriansky (see Division 17 Liaison)

PEACE PSYCHOLOGY TEACHING RESOURCE COLLECTION

Linden Nelson (see Peace and Education WG)

Webster University
Department of Behavioral & Social Sciences
Editor, *Peace Psychology*
470 E. Lockwood Ave.
Saint Louis, MO 63119

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A series of hand-drawn dandelion seed heads and seeds scattered across the left side of the page, some fully formed and some with seeds blowing away.

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.

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