

# PEACE Psychology

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

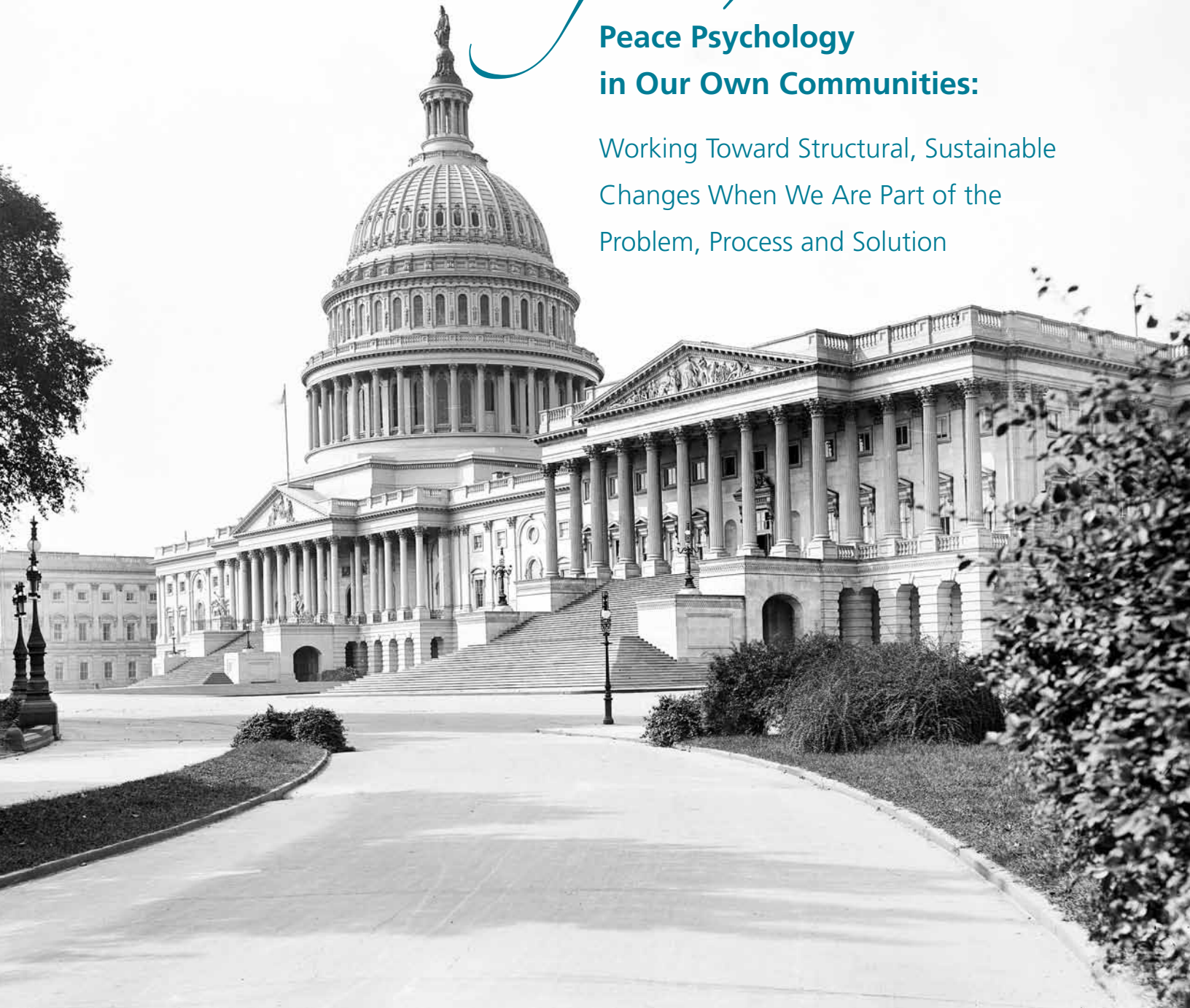
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## 2011 APA CONVENTION, AUGUST 11 – 14

# *Washington, DC*

**Peace Psychology  
in Our Own Communities:**

Working Toward Structural, Sustainable  
Changes When We Are Part of the  
Problem, Process and Solution



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## From the Editor

Over the past month, several events of interest to peace psychologists have captured the attention of the world. The first was news that Osama bin Laden had been killed on May 1, 2011 as a result of a covert operation conducted by US Navy Seals. I have to admit being somewhat ambivalent about the coverage of this event in the US. I felt very uncomfortable seeing images of rejoicing in the streets. On the other hand, I knew people had been deeply affected by the actions set in motion by Osama bin Laden. Individuals had lost loved ones in the terrorist attacks on 9/11/01 and many more lives had been lost in the subsequent ripple effects (e.g., wars in Iraq & Afghanistan). I am still working through these conflicting emotions. In this issue of the *Peace Psychology* newsletter, Linda Woolf took the time to consider why young adults reacted as many did to the news of bin Laden's death. It is food for thought.

The second news event occurred just before we went to press at the end of May. Ratko Mladić had been finally captured and was being extradited to The Hague where he would be tried for genocide and crimes against humanity for his part in the Bosnian Genocide. In July 1995, the Army of Republika Srpska, under the command of General Ratko Mladić, entered the vicinity of Srebrenica and systematically killed all male Muslims. Following the massacre, which lasted from July 11-22, approximately 8,500 men, several hundred of which were teenagers, were listed as missing. To date, almost 7,000 have been identified based on DNA recovered from mass graves. Several international courts have ruled that the atrocities at Srebrenica are evidence of



**Michael R. Hulsizer,**  
Editor

genocide. For the next issue, I hope to include an article regarding the legacy of the Bosnian Genocide. Many of those displaced from the genocide settled in the United States. Please contact me if you would like to submit something related to this topic.

In this issue of the newsletter is a particularly important set of articles on child maltreatment based on a set of symposiums at the 2010 APA convention. The coverage is top notch, and I encourage you to look them over and get in touch with the authors if you want to additional information. Consider submitting supplemental materials for future issues of the newsletter.

I would like to thank everyone who contributed to the newsletter. We have a full slate of organizational reports, papers, essays, and research reports. Please take this newsletter to the 2011 APA Conference in Washington, DC. We have a great lineup of conference events organized by Rebekah Phillips DeZalia. The newsletter is designed so that you can remove the program schedule if you wish.

Please continue to submit your thoughts, announcements, short research reports, and essays for the next edition to the address below by September 30, 2011.

In Peace,



Michael R. Hulsizer, Editor

Dept. of Behavioral and Social Sciences  
Webster University  
470 E. Lockwood Ave.  
St. Louis, MO 63119  
hulsizer@webster.edu

This edition of *Peace Psychology* was produced by:

**Michael R Hulsizer**, Editor  
hulsizer@webster.edu

**Judy Stainbrook**, Design Director & Associate Editor; jastainbrook@gmail.net

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# Presidential Musings about *Peace Psychology*



Julie Meranze Levitt  
President

First, let me say thank you to all of you who keep the communication stream going. Members write to me, offer help and suggestions, and want to be kept in the mix as we work on possible modifications of three large areas related to our Society's organization: 1) Structure, 2) Communication, and 3) Problem-Solving. I have devoted considerable thought to the following topics as I proceed as President of the Peace Psychology Division of the American Psychological Association.

**My Presidency Style and Vision:** I accepted the nomination for President of the Peace Psychology Division because I believed that I could be effective in helping bring about change both in how we work within our Society and APA and with other organizations that share our goals. My style is for inclusion and is based on a group process leadership approach. Personally, I would like to see as many members of our Society involved in the running of the Peace Psychology Division as would like to participate. My vision, and here I thank Ellen Cole, former president of Division 35, for her wise counsel based on her division's structure, is for the development of many committees. Each committee would be operations-directed, research oriented, action-focused, and addressing matters important to various constituencies within our Society. Each committee would run autonomously and report back twice a year at our two major face-to-face meetings, the winter meeting and the meeting at the APA convention. Like Joe de Rivera, our 2010 Society president, I would like to find a way for creating a small operations committee to provide day-to-day management under the ExComm, which would continue to provide oversight, support, and direction. We are fortunate to have many members who want and need to be part of our problem-solving and growth as an academic and practitioner-focused Society. This year is a time for consideration about not whether to include greater numbers in parts of the leadership but how to accomplish this, and how to increase in our leadership many

kinds of diversity, including identities as part of various ethnicities, and in relation to gender, LGBTQ-orientation, age and experience.

Our Society began as a small dedicated group of psychologists who directed their energies to building models and actual communities with a commitment to social and political justice....We cannot be insular. Bringing in as many voices as we can to sit with us at the table and problem-solve is essential.

**Questions About Defining Who We as a Society Are:** Who are the members of the Peace Psychology Division and Society? We are a healthy, robust group made up of many individuals with their own identities and agendas. Linda Woolf, a former president of our Society, talked years ago about how working with Peace Psychology leaders is like "herding cats." We tend to behave autonomously, to not engage so readily in group-think, and simultaneously, to be relatively tolerant about long time periods that are perceived as necessary to reach some degree of consensus and decision making. These factors demonstrate our comfort with ambiguity but may be viewed as problematic for those of us who want rapid results. Gil Reyes, our astute

President-Elect, has spoken about how much more difficult a job we have defining who we are as a Society and what our goals are because unlike many other specialty divisions in APA, our membership is quite diverse in terms of interests and beliefs. Our study area is not so much topic-oriented with attached linear agendas but rather, one that embodies numerous areas of content and methodologies that are diverse and complicated. What we have in common is that our members have strongly held convictions about what is important in order to save the world from itself. Our struggles are, and will continue to be about, objectives and directions because there are no easily defined ways to go. We have little of a past on which to rely and our desire to create societies that are constructive continues to be misunderstood in outside circles as a quixotic naïve quest. The construction of our five-year plans and other aspirational dialogues constantly must shift because they are based on what is, should be, and can be and these are ironically both fundamental and irrefutable and also in a constant state of reexamination as new ideas and situations develop. After all, we cannot change international policies and constant threats to the security of peoples everywhere. We are only a small band of pragmatic-idealists. However, our tendencies to think independently about many issues and the nature of the landscape to which we relate add to the richness of our problem-solving and envisioning.

**What Do We Study and How Do We Fare?** Our areas of study, moreover, are very complex and overlap in complicated ways with other areas of investigation in psychology. Our members are often in other divisions also and where to invest their time becomes a struggle between competing interests and objectives. At the same time, however, our members bring incredible amounts of expertise to our discussions.

**What We Are Working on in our ExComm in 2011 and Why?** This year the Executive Committee is dividing into small  
*continued on page 4*



2011 Mid-Winter Meeting of the Division 48 Executive Committee.

Pictured from left to right: Kathleen Dockett, Ethel Tobach, Rachel MacNair, Gil Reyes, Caitlin Mahoney, Rebekah DeZalia, John Gruszko, Linda Woolf, JW Heuchert, Julie Levitt, and Michael Hulsizer.

**Presidential Musings**, continued from page 3

committees to look at how we function and the places of research and practice as part of our Society's agenda. Hopefully, by the time this newsletter gets to you we will have made significant progress. Our Society began as a small dedicated group of psychologists who directed their energies to building models and actual communities with a commitment to social and political justice. Over the 20 years of our being our membership has increased and we are asking hard questions about how to address the complex and interwoven issues that dominate the headlines and drive domestic and foreign policy. We cannot be insular. Bringing in as many voices as we can to sit with us at the table and problem-solve is essential.

We also must recognize that research methodologies based on the scientific method may or may not be appropriate when membership in any one group can no longer describe a discrete sample. Those of us who attended the 2011 National Multicultural Conference and Summit could not help being impressed with its theme: Unification Through Diversity: Bridging Psychological Science & Practice in the Public Interest. Keynote addresses by Ana Mari Cause, PhD, and Joseph P. Gone, PhD, raised serious issues about research design and validity when studying individuals with several intersections in identity. How do we address our inquiries to understand the human experience from the micro to the macro when this work continues to be daunting? Ideas about the how of carrying out research is part of our inquiries.

**What Are Our Initiatives in 2011?** Currently, our members are working within our structure on a number of committees to consider several important initiatives, including climate change, its impact on human and other life, and how we can help slow the dramatic and negative effects, immigration issues

within the United States and world-wide, conflict in the Middle East, specifically Israel and Palestine, and how Peace Psychology as an area of study and practice may be successful in lessening inter-group tensions. New uprisings in the Middle East are surfacing and these too become incorporated in what we explore. Our place in public policy discussions also needs to be considered and then considered again.

**Conclusions:** I have only touched the surface with my own musings. I am excited about our consensus in the Executive Committee to tackle infra-structure and take on the challenges of highly complex conflicts and public policies. We are doing good work and should be pleased with our directions.

Please know that I will be keeping you informed about how our Executive Committee deliberations are going. Write to me to let me know your ideas about how to proceed as a Society. Also, let me know in what ways you would be willing to serve.

I stand in awe of all of you with your unwavering commitment to finding peaceful solutions while the world around us continues engaging in very primitive human practices associated with conflict and warring. I feel privileged to be your president and quite frankly, am very fond of cats.

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- Gone, J. P. (2011, January 28). Is psychological science acultural? Presented at the National Multicultural Conference and Summit, Seattle, WA.

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

**Greater Peace**, continued from page 5

societies and that constructive changes in societies and social and political interaction are possible and necessary?" I cannot, to my own satisfaction, answer these questions today, but I am committed to pursuing these with anyone who cares to consider them with me. Our discipline, Peace Psychology, is young and our Society, only twenty-years old.

What I also know is that I am not satisfied with the status quo, and so I seek ever more powerful ideas and means for countering the escalation of conflict, the persecution and exploitation of the disadvantaged, and the degradation of the only life-sustaining environment we will ever have. I suspect that I am not alone in my thinking—other colleagues within and outside the Peace Psychology Division also are looking for ways to make progress. I believe that through working together we will demonstrate the unique utility of peace psychology as a discipline, and that by working with other specialties of psychology and with other disciplines, such as law, sociology, and anthropology, that we will find solutions. I hope to hear from you, and to join with you in developing novel applications of peace psychology for the purposes of reducing violence, promoting social justice and human dignity, and reversing our headlong rush toward environmental collapse.

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- Deutsch, M., & Coleman, P. T. (forthcoming). The psychological components of sustainable peace: An introduction. In P. T. Coleman, M. and Deutsch (Eds.), *Psychology's Contributions to Sustainable Peace*.

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

# Greater Peace WITH JUSTICE

I am grateful for the opportunity to serve Peace Psychology this year as President-Elect, and express my appreciation to all of those within the division leadership who have been helping to bring me up to speed. This year began with the planning and completion of the mid-winter meeting of our Executive Committee, held in Seattle following the National Multicultural Conference and Summit (NMCS). The NMCS, while always a richly gratifying experience, was better for me than ever before because I could for the first time connect with colleagues around two areas that are passionately important to me: multiculturalism and peace psychology. I left that meeting with renewed commitment and energy about the possibilities that we can promote healing and constructive collaborations among people representing diverse backgrounds, perspectives, and needs. It was clear to me as a conference attendee that there is a deep and wide reservoir of good will and compassionate intentions. Yet, also, as I sat through the sessions, I was struck by how much work we need to do if we are to transform our dreams of peace and working together into realities. I view my time as a Peace Psychology leader as an opportunity to move toward a place of greater peace with justice.

As the time of our annual APA Convention approaches, there are three important tasks that I am taking on. The first is to select the winners of the awards to be conferred by our division in 2012. These include the Early Career Award, Outstanding Service Award, Morton Deutsch Conflict Resolution Award, and the Ignacio Martín-Baró Lifetime Peace Practitioner Award. The awards committee will be meeting soon, and your nominations are requested and welcomed. The Past President Service Award will also be conferred upon Joseph de Rivera, who served our division as President in 2010. Please email me to make nominations or with any questions or comments regarding the awards. For more information about our awards please visit [http://search.apa.org/grants\\_and\\_awards?query=%22Division%2048](http://search.apa.org/grants_and_awards?query=%22Division%2048).

The second important task came about from objectives developed at our mid-winter Ex-

“What can be done to educate people about the importance of building workable, peaceful societies and that constructive changes in societies and social and political interaction are possible and necessary?”

ecutive Committee meeting. One of the areas in which we deliberated concerned how we as a Society communicate. We concluded that there was a need to improve the methods for communications and a sense of how we work together in the division. A small subcommittee was formed within the Executive Committee to begin what surely will be a lengthy and ongoing process because we want to tackle our communication processing at all division levels, looking at our Executive Committee functioning, our committee functioning, and how we invited and work with our members. This committee is co-chaired by Dr. Linda Woolf (2006 Division 48 President) and me, in concert with our colleagues Dr. Caitlin Mahoney and Dr. Rachel McNair. Our first task will be to define the areas in greatest need of improvement, and the most promising practices for making those improvements. We welcome your ideas; please send comments to me via my email address below.

The third task is more personal for me. My presidential year approaches and I have been pondering how in the brief period of tenure I can best serve the membership of this division. To prepare myself for the task, I have reviewed the history, vision, and mission of the



**Gil Reyes**  
Fielding Graduate University  
President-Elect

division, in addition to familiarizing myself with the Society's many accomplishments, including taking on with success issues of conscience. There is much for which we can feel proud. We have persisted in developing a field of psychology that focuses on building “sustainable societies through the prevention of destructive conflict and violence, the amelioration of its consequences, the empowerment of individuals, and the building of cultures of peace and global community.” I look at our present environment and the unfortunate legacies of the recent past, including enduring unceasing war and violence around the globe, unabated environmental degradation of the Earth's life-support system resulting from unsustainable human activities, opportunistic movements and maneuvers designed to divide people against each other. And added to the mix, ironically, is that among the most effective tools of psychologists, understanding the mechanisms or the “hows” of motivation and persuasion, are used masterfully by non-psychologists to modify thinking and actions in negative ways. That is, the tools of psychology are used to persuade individuals and societies that violent means of control are made necessary because of the pernicious aims of others and that activities that are destroying the ecology of the planet and killing or otherwise harming the lives of people with little or no means of protecting themselves actually are beneficial and incontrovertible. While reasonable people can and do disagree on the causes of and realistic solutions needed in order to reduce war and violence, unfortunately, fewer have argued against war and ecological depletion. And so I ask myself, “What can be done to educate people about the importance of building workable, peaceful

*continued on page 4*

# PATCHWORKING *to* PEACE

Zoi Andalcio, Member-At-Large

**I**ncreasingly the world is illustrating the importance of striving to develop more workable societies. With the United States engaging in yet another conflict, this time in Libya, it seems to have become our social reality to be engaged in multiple armed conflicts in some (publicly admitted or not) strategic part of the world. It is not just the wars that are waged overseas that are tearing at our fabric of peace and stability; it is also the war that the everyday citizen of the United States is waging against unemployment, declining wages, foreclosed homes, rising food prices, and the corporate greed of big business. This domestic war breeds anger and mistrust amongst people. Evidence of this is in the rise in school violence, urban based violence, anti-government militias, hate crimes, bullying amongst the youth, and the anti-establishment political groups.

As a community mental health therapist in Boston, I am acutely aware of the causalities of this war. My clients are some of the obvious causalities. They are the downtrodden, poor and drug addicted men in Boston who develop very prominent maladaptive coping mechanisms for dealing with their reality. The very premise of American society, profit over human lives has turned person against person and created a culture that my clients are very familiar with, a "culture of the hustle and getting over on someone." For a long time, peace psychologists, like Dr. Milton Schwebel, have written that there must be a dramatic change in our society in terms of addressing core causes of blatant inequalities before any government policy poised to correct the problems created by those very inequalities can be successful.

What role would psychologists have to play in the future to develop societies that can support communities working on peace building and conflict resolution? Those are some of the central questions asked by the Division of Peace Psychology in this year's

For a long time, peace psychologists, like Dr. Milton Schwebel, have written that there must be a dramatic change in our society in terms of addressing core causes of blatant inequalities before any government policy poised to correct the problems created by those very inequalities can be successful.

change misperceptions and prejudicial attitudes. They have developed and implemented place-based, civic engagement programs that bring together American Muslims and their neighbors to address local challenges, thereby strengthening trust among communities and reducing negative stereotypes.

The task force of Community and Peace has decided to invite One Nation and some of its key partners to speak at a symposium entitled "A One Nation Model for Civic Engagement" at this year's APA convention. One Nation has worked and is working on civic engagement models in multiple cities, mostly recently Chicago and New York. We wanted to invite key players in Chicago and New York and as well the CEO of One Nation to speak about their experiences in implementing these models.

The members of the panel include the CEO of One Nation, Henry Izumizaki, who has over thirty years experience in local government and private philanthropy, mostly in California. His work has primarily been help-

ing low-income communities and now is on focused on One Nation. He will be talking about One Nation as a model program and how city trusts and foundations collaborate in working with One Nation. Another presenter on the panel, Dr. Eboo Patel, is a Rhodes Scholar, renowned sociologist, member of President Obama's Faith-Based Advisory Council, and the founder and director of the Chicago-based Interfaith Youth Council. He will talk about his partnership with One Nation and the role of interfaith work in peace building. In addition, on the panel we have the privilege of having New York City's Commissioner for Immigrant Affairs in the Deputy Mayor's Office for Legal Affairs, Fatima Sharma, discussing her partnership with One Nation. She has experience as a government official and as a grass roots organizer in New York City and she will talk about New York City's implementation of the One Nation civic engagement model and expanded on the role of local city government agencies in peace building projects.

ing low-income communities and now is on focused on One Nation. He will be talking about One Nation as a model program and how city trusts and foundations collaborate in working with One Nation. Another presenter on the panel, Dr. Eboo Patel, is a Rhodes Scholar, renowned sociologist, member of President Obama's Faith-Based Advisory Council, and the founder and director of the Chicago-based Interfaith Youth Council. He will talk about his partnership with One Nation and the role of interfaith work in peace building. In addition, on the panel we have the privilege of having New York City's Commissioner for Immigrant Affairs in the Deputy Mayor's Office for Legal Affairs, Fatima Sharma, discussing her partnership with One Nation. She has experience as a government official and as a grass roots organizer in New York City and she will talk about New York City's implementation of the One Nation civic engagement model and expanded on the role of local city government agencies in peace building projects.

This symposium is designed be a forum for this particular type of community initiative to be introduced to our larger psychology community as we begin to ask questions and engage in dialogue about the role of psychologists as strategic proponents in peace building efforts beyond academic research. We want to create avenues and pathways for psychologists to engage in community activities that breakdown stereotypes and misinformation and create collaborative social experiences for all people in their communities. These efforts could help in creating the patchwork to repair the fabric of peace and stability, starting in our own communities.

The symposium will occur at the APA convention in Washington DC on August 5th 2011 from 10–10:50 a.m. at the Renaissance Washington Hotel, Meeting Room 2.

Zoi Andalcio can be contacted at: ZAndalcio@bphc.org

Zoi Andalcio can be contacted at: ZAndalcio@bphc.org

## Don't miss "A One Nation Model for Civic Engagement" Symposium

APA Convention, Washington DC, August 5th

10–10:50 a.m., Renaissance Washington Hotel, Meeting Room 2.

# Peace Psychology in Our Own Communities

*Rebekah Phillips DeZalia, 2011 APA Convention Program Chair*

THE FOCUS OF OUR PEACE PSYCHOLOGY'S CONVENTION PROGRAMMING THIS YEAR IS COMMUNITY, SPECIFICALLY, "PEACE PSYCHOLOGY IN OUR OWN COMMUNITIES: WORKING TOWARD STRUCTURAL, SUSTAINABLE CHANGES WHEN WE ARE PART OF THE PROBLEM, PROCESS, AND SOLUTION."

Our members chose a variety of ways to focus on this issue, including multiple presentations on educating the next generation, our response to the oil spill, the use of media to promote peace within communities and how Early Career psychologists are attempting to work within communities around the world. This year's convention programming not only shows how integral community is to peace psychologists but also the diversity of our interests within this area of study and practice. I hope you will be able to join us in D.C. to hear more from our Peace Psychology members.

An important part of building peace within communities is promoting peace education. We have several presentations, including a symposium and a number of posters that focus on this area of research. Christine Hansvick will be chairing a symposium entitled, "Meeting the Challenges of Teaching Nonviolence and Peace Psychology." There will be papers presented on a variety of techniques—such as using web-based resources, lecturing to large student audiences, and adding textbooks and other publication sources for our use. This focus on education extends to several of our posters being presented by our student and early career members. During the poster session on Friday afternoon, you will be able to learn about university peace centers (Emily Mastroianni), promoting peace in public education (Ricardo Chavez and Dominique Neely) and the effectiveness of peace education in school-aged children (Omega Perry). The poster session is a great time to learn about multiple research projects in a short period of time and I hope to see many of you there.

As at every convention, we will be taking the time to honor peace psychologists at several stages of their careers who have made important contributions to peace psychology. This year we will be presenting our Early Career and Lifetime Achievement Awards in consecutive programs. There will be two speakers for our Early Career Award. The first will be the 2009 recipient Elizabeth Levy Paluck, who will discuss "Field Experiments in Preju-

dice Reduction." We will then hear from our 2010 recipient, Masi Noor. His presentation is entitled, "Owing Your Enemy a Favor: A Wee Boy, an Old Grandmother and Lots of Pears and Cherries." Following their talks, Julie Levitt will present the Ralph K White Lifetime Achievement Award to Cristina Montiel who will be discussing the "Psychological Landscape of Peacebuilding in Asia: A View From Inside." During the convention we will also be presenting the Morton Deutsch Conflict Resolution Award to Diane Bretherton. She is going to be speaking on a subject connected to our division's theme, "From Crisis to Opportunity: The Role of Community Resilience in Building Peace." After her presentation, she and Anouk Ride will continue a discussion of their research in a suite program. Our hospitality suite programming will be announced electronically via the listserv. We will be in a Conference Suite in the Grand Hyatt Washington.

There will be a few other occasions when a convention program will be followed by a related suite program in order to facilitate dialogue on important issues. These include the symposium chaired by Zoi Andalcio entitled "A One Nation Model of Civic Engagement" and an invited symposium chaired by Kathleen Dockett on the "Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution, Reconciliation and Peace Building." This program will include presentations by Yechiel Klar, Mubarak Awad, Donna Nasser and Ervin Staub. We hope you are able to join us for both of these important symposia and the further dialogue that will occur in our hospitality suite.

Finally, during this convention, we will be co-sponsoring a couple of symposia with Division 45, Society for the Psychological Study of Ethnic Minority Issues. One of these is a Divisions of Social Justice invited symposium chaired by Nancy Sidun and Janet Swim. It is on the "Aftermath of the Gulf Oil Spill: Environmental Justice at the Intersections of Class, Race and Gender." This will be our first symposium of the convention and will offer a time to hear about perceptions of responsibil-

ity, the impact of women and families and aid on the gulf coast region as well as the general response to environmental disasters. Our other co-sponsored event is chaired by our president, Julie Levitt with Mary Gregerson, from Divisions 10, 34 and 46. It will be a presentation of how "Classic and Modern Cinematic Images Mirror Societal Progress as Leaders Creatively Shaping Peace Between Cultures in Conflict." This will be a time to hear about peace in the postmodern family, to explore the creation of diversity, to learn about films on the Mexico and Texas conflict, and to discuss the relationships between victims and oppressors. Cinema affords a significant mechanism for considering how information is conveyed to and may alter how the community perceives peace and non-peace. This symposium is an important contribution to our programming because it gives us another lens through which to look at culture, affords an opportunity to explore the status quo, and provide us, possibly, with methodologies for changing culture at all levels of society.

In addition to the presentations that are more community-focused, we have other rich programming. Please see our schedule in the tear-out list in this newsletter. For although our division develops a cohesive program around our chosen theme, I feel that this year there is still significant diversity in our programming. Our members research a vast array of subjects and I do look forward to learning more about their projects in D.C. I hope you will be able to join us, also sharing your explorations in Peace Psychology with the rest of us. Please contact me if there are any questions, would like further information, or want to comment about programming.

Rebekah Phillips DeZalia can be contacted at [rphillipsdezalia@gmail.com](mailto:rphillipsdezalia@gmail.com).

# Our Most Esteemed Awardees in Peace Psychology at APA 2011

Julie Meranze Levitt

It is with great reverence and excitement that I share with you the names and backgrounds of the Peace Psychologists who will be receiving our highest awards at our Convention Meeting at the APA convention in 2011.

## Ralph K. White Lifetime Achievement Award



Christina Jayme Montiel, PhD

Our Ralph K. White Lifetime Achievement Award for 2010 is to be presented to **Christina Jayme Montiel, PhD**, who is a Social Psychologist with special interest in Peace/Political Psychology. She comes with a career rich in social/political activism and scholarship in political/peace psychology, with emphasis on the psychosocial and cultural processes involved in nonviolent social/political movements. Her work focuses not only on the Philippines, where she worked as a leader in several organizations, including the People Power Movement, whose actions led to the non-violent ousting of dictator Ferdinand E. Marcos, but on the development of models of non-violent change that incorporate the “of the people” practices in other Southeast Asian countries as well as countries in other parts of the world. This work has documented the change from repressive governments to inclusive democracies. Her earlier work, in the 1980’s, was mainly organized around activism and in the 1990’s and on, by research. She has been a pioneer in Peace Psychology because she has taken concepts to the next levels of analysis and applied these to actual situations, demonstrating in well-researched detail how democratization is generated and develops. She has been a frequent contribu-

tor to Peace and Conflict: Journal of Peace Psychology and has served as an officer on our Executive Committee. She is Professor of Psychology at the Ateneo de Manila University in Quezon City in the Philippines. Her address at APA 2011 is entitled: *Psychological Landscape of Peace Building in Asia: A View From Inside*.

## Morton Deutsch Conflict Resolution Award



Diane Bretherton, PhD

**Diane Bretherton, PhD**, from the Australian Centre for Peace and Conflict Studies, St. Lucia, QLD, Australia, is the recipient of our Morton Deutsch Conflict Resolution Award for 2010. Her academic/practitioner work is rooted in the study of conflict resolution, the impacts of structural (embedded within the culture) violence and the ramifications of reconciliation work for us today, exploring how we can find authentic ways to truly correct imbalances. Her chapter, with David Mellor, Reconciliation between Aboriginal and Other Australians: The “Stolen Generations,” attests to her scholarship and commitment to bringing about meaningful healing and new platforms for change (Bretherton & Mellor, the Journal of Social Issues, 2006, 62, No. 1). She was the Founding Director of the International Conflict Resolution Centre at the University of Melbourne, where Morton Deutsch, for whom the award is named, gave the inaugural address. She has mentored many, many students in Peace Psychology, including our own Barbara Tint. Diane is currently an Honorary Professor at the Aus-

tralian Centre for Conflict and Peace, University of Queensland and Visiting Professor, Zhou En Lai School of International Relations, University of Nankai, Tianjin, China. In addition, she is a member of our Society. Her address at our Peace Psychology meetings will be: *From Crisis to Opportunity: The Role of Community Resilience in Building Peace*. Diane’s colleague, Anouk Ride, PhD, from the University of Queensland, QLD, Australia, will join her in one of our suite presentations.

Both Tina Montiel and Di Bretherton have co-authored many papers with our Peace Psychology scholars and by their world views, deepened and further developed Peace Psychology theory and practice.

## Early Career Award



Masi Noor, PhD

Since 2003, we have supported peace psychologists in the first five years of their careers by an annual award for the most substantial contributions to “the development of sustainable societies through the prevention of destructive conflict and violence, the amelioration of its consequences, the empowerment of individuals, and the building of cultures of peace and global community.” Ideally, exceptional scholarship and activism are sought. For this year, 2011, we are most proud to award a young scholar who brings both. **Masi Noor, PhD**, our 2011 awardee, is currently a Senior Lecturer in Social Psychology, Programme Research Co-coordinator, and Conflict Mediator at the Canterbury Christ

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Church University in Kent, United Kingdom. His early years were spent in Afghanistan. He has authored significant refereed publications on the role of identity and intergroup group emotion in intergroup forgiveness and reparation in Chile, a new model on the precursors and mediators of intergroup reconciliation in Northern Ireland, and more generally has written on the positive outcomes of forgiveness and reconciliation processes. In addition, he has interest in exploring victimhood following prolonged, violent conflicts and has conducted research in this content area in the Middle East as well as in Northern Ireland and Chile. Among his activities, he is pursuing research in the area of vulnerable groups, focusing on coping with negative identity perceptions and processes that lead to their acceptance of negative meta-stereotypes. His address is titled: *Owing Your Enemy a Favor: A Wee Boy, an Old Grandmother, and Lots of Pears and Cherries*.

In addition to Dr. Noor's address, Elizabeth Levy Paluck, PhD, Princeton University, our 2010 Early Career Awardee, will present her address: *Field Experiments on Prejudice Reduction*. She was unable to give her address last year at our annual meeting. For more information about Dr. Levy Paluck, please see Dan Christie's article about her in *Peace Psychology*, Spring/Summer 2010, pp. 8-9.

The talents of all four presenters are without question. Their scholarship and impact on Peace Psychology as a discipline are exceptional and their presence with us at our meeting will increase our opportunities to expand our explorations in a field that has so much promise. Please plan to attend the sessions in which each of these scholars will speak.

Julie Meranze Levitt can be contacted at: [julie.levitt@verizon.net](mailto:julie.levitt@verizon.net).

## Peace Posters Available

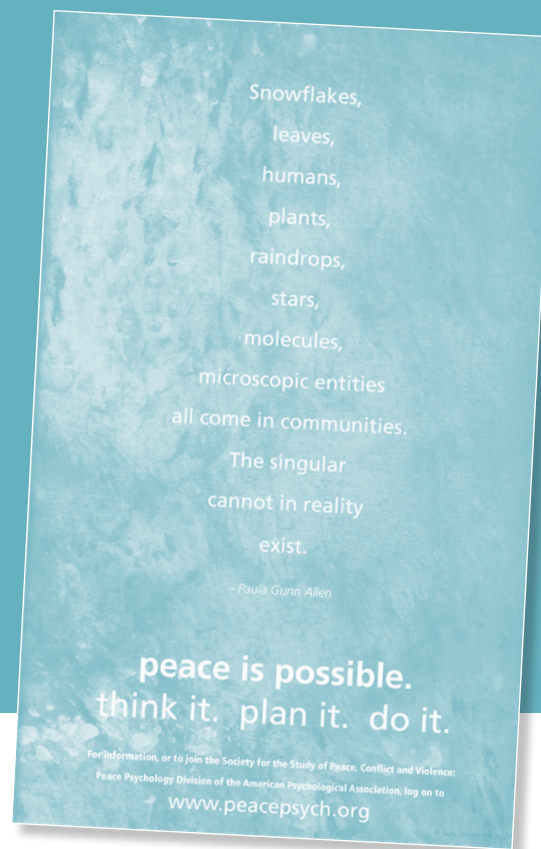
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See Spring/Summer 2007 issue, Vol.16-1,  
for four-color representation of poster.



# Recruiting New Members for the Division

*Rachel M. MacNair, Membership Chair*

If there is to be peace in  
the world,

There must be peace in  
the nations.

If there is to be peace in  
the nations,

There must be peace in  
the cities.

If there is to be peace in  
the cities,

There must be peace  
between neighbors.

If there is to be peace  
between neighbors,

There must be peace in  
the home.

If there is to be peace in  
the home,

There must be peace in  
the heart.

– Lao Tzu  
(570 - 490 B.C.)



**A**t a brainstorming membership teleconference committee meeting last January, we were contemplating the point that any good social psychologist knows: People are more likely to become engaged in an organization if asked to join by someone they know who is already a member. We decided it was time for a membership drive in which we ask our members to take out time to think of who they know that would be a valuable addition to our community, and talk to them about what we do to grow the peace movement through scholarship and practice. For each new member that you recruit by the end of July (right before the APA convention, so they count in this year's membership), we'll offer you one of your choice of:

- ▶ A base-ball style hat we produced (while supplies last) saying: "Peace is possible. Please Join us in the Peace Division" (see page 39).
- ▶ A copy of the DVD of our session: "Pioneers in Peace Psychology: 2008 APA Annual APA Conference Boston"
- ▶ An old issue of your choice (while supplies last) of *Peace & Conflict: Journal of Peace Psychology* that you might have missed because it came out before you joined, or you want another copy (you should see what prices these are selling for on amazon.com!)

Please send the message to [membership@peacepsych.org](mailto:membership@peacepsych.org) and name the person you recruited and which item you want, and once the membership comes through, we'll get that sent out to you. Meanwhile, as usual, all creative ideas on growing the membership are welcome.

Rachel M. MacNair can be contacted at [rachel\\_macnair@yahoo.com](mailto:rachel_macnair@yahoo.com)

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.

– Robert F. Kennedy (1925 - 1968)

*(Day of Affirmation Address, Capetown, South Africa,*

*June 6, 1966)*

# How Long is Someone an Early Career Psychologist?

*Rebekah Phillips DeZalia*  
Student and Early Career Chair

When I first became the chair of the Student and Early Career (SEC) group last summer my first question was “How long is someone an Early Career psychologist?” Some of you may have the same question. APA considers psychologists to be Early Career for seven years after completing their education. If you fit into the Early Career category and are not a part of the SEC listserv, please contact me and I will add you to our group.

Additionally, if you are a student and have not joined the SEC listserv, please let me know so we can get you added. The listserv is a way for SEC members to connect with each other, get advice on research or participate in interesting discussions related to peace psychology. It is also used by the Division to keep you updated on job positions, grants and other opportunities that might be of interest to SEC members.

As the SEC chair I am currently focused on planning activities for the 2011 APA convention in Washington D.C. There are several students and early career members presenting at the conference and I am hoping for a large turnout. I will be looking for some people who will be able to assist in maintaining the division’s suite during the convention. If you know that you will be at the convention and are willing to help—even for just a couple of hours—please contact me!

Rebekah Phillips DeZalia can be contacted at [rphillipsdezalia@gmail.com](mailto:rphillipsdezalia@gmail.com).

## 2011 Peace Psychology Early Career Award

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

### Purpose and Eligibility

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

### Award

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

### Criteria for Selection

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

### How to Apply

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

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

Members of the Early Career Award Review Committee are Dan Christie, Kathleen Kostelny, Susan Opatow, and Rebekah Phillips DeZalia. All files should be sent Dan Christie, Chair of the Peace Psychology Early Career Award Committee, at [christie.1@osu.edu](mailto:christie.1@osu.edu).

### Deadline

Applications must be received by 15 November 2011.



# WAR IS NOT A GAME:

## Let us Teach our Children Well

Linda M. Woolf, Webster University

On May 1, 2011, President Barack Obama addressed the nation: “Tonight, I can report to the American people and to the world that the United States has conducted an operation that killed Osama bin Laden, the leader of al Qaeda, and a terrorist who’s responsible for the murder of thousands of innocent men, women, and children.” In response to the announcement, jubilation broke out across the U.S. landscape. What was most noticeable about the celebrations was that the revelers were largely college-age students—individuals who were in grade school at the time of the September 11th attacks. Individuals beyond the traditional college age tended to exhibit satisfaction with the announced death but evidenced a more sober response. Why the difference?

There are certainly many possible answers to the above question. Certainly, college students today carry the burden encumbered by growing up during a time of terrorism and war. Largely out of sight, the cloud of 9/11 was ever present and shaping their identities. Young adults may have felt that the death of Bin Laden alleviated some of their burden. Also, whether today or in the 1960s, college students have often taken to the streets to mark protest or exaltation. So perhaps, the spontaneous celebrations simply reflected the signature of youth. Regardless, I tend to wonder if we simply have failed to teach our children the horrors of war.

Those of us in middle-age and beyond have vivid memories of Vietnam, the Korean Conflict, and World War II, all less sanitized by the media. We witnessed the death and horror on nightly news. The war was real, in our living rooms and communities, and deeply frightening. We also remember the draft and the weight of war shared more equally across socio-economic strata. Today, war is sanitized and removed. The evening news is much more likely to cover a sex scandal, a politi-

cians folly, or some weather-related event than wars fought thousands of miles away. This distance makes it all too easy to sanitize war and simply portray it as a game or sport.

### The Language of War and Sport

The lexicons of war and sport (most often football) are often used interchangeably (End, Kretschmar, Campbell, Mueller, & Dietz-Uhler, 2004; Jansen & Sabo, 1994). A football player throws a “bomb” into the end zone and the offensive line may “blitz” the quarterback. The “warriors” will be locked in “battle” hoping to achieve a “slaughter” and work to avoid a “sudden death” playoff. In 2004, Kevin Garnett, then a basketball player with the Minnesota Timberwolves, apologized for the following pre-game comment: “It’s for all the marbles. I’m sitting in the house loading up the pump, I’m loading up the Uzis, I’ve got a couple of M-16s, couple of nines, couple of joints with some silencers on them, couple of grenades, got a missile launcher. I’m ready for war” (Associated Press, 2004, para. 4). Apparently, although the war-sport analogy is routine, there is a limit to how far one can extend this discourse.

Political leaders have long used sports metaphors to describe their war endeavors. General Norman Schwarzkopf, in a February 27, 1991 press briefing regarding a Persian Gulf War action, stated, “Once we had taken out his eyes, we did what could best be described as the Hail Mary play in football. I think you recall, when the quarterback is desperate for a touchdown at the very end, what he does is, he steps up behind the center, and all of a sudden every single one of his receivers goes way out to one flank, and they all run down the field as fast as they possibly can and into the end zone, and he lobs the ball. In essence that’s what we did” (para. 5). It would be difficult to discern, from the above quote, that the General was discussing a war maneuver to outflank Iraqi troops.

The use of the sports/war metaphor persisted throughout the Persian Gulf War (Jansen & Sabo, 1994) but was not unique to that war. The official Navy song *Anchors Away* was originally a football song, Nixon code-named the bombing of Hanoi as Operation Linebacker, and even today, the sports-war analogies continue. One of the most recent sports-war analogies seen in many press reports described the killing of Bin Laden as a process of crossing the goal-line (e.g., Noonan, 2011) and even President Obama on 60 Minutes stated, “We don’t trot this stuff out as trophies” and “We don’t need to spike the football” (Montopoli, 2011, para. 3, 5).

### Effects of the War-Sports Analogy

End et al. (2003) examined the attitudes of college students in regards to the use of the sports-war analogy. They found that students self-identified as sports fans approved of the use of war terms in the description of sporting events. Although the students clearly were able to differentiate between war and sports, they perceived the use of war terms to describe sports as appropriate. Unfortunately, these results suggested that students do not truly understand the grim realities of war, as the comparison trivializes the atrocities associated with violent conflict.

So it is any wonder that college students across the United States responded to the death of Bin Laden as a sports victory? Interesting, Eisenberg (2011) reported college students’ responses to Bin Laden’s death not on the news page but rather on the sports page of Yahoo. He noted that the celebrations included typical game day championship merriment such as mass revelry, fireworks, confetti, chants, bonfires, and the singing “Na-Na-Na Hey Hey Goodbye.” With the sound turned off on any of the videos provided as part of Eisenberg’s column, one would be more inclined to hypothesis a football win as opposed

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to the death of another human being, albeit one who committed great acts of evil. Unfortunately, for many of our students, “winning” is synonymous with killing in war; peace is viewed as a by-product of capitulation or loss. One must grind one’s enemies into the dust to achieve victory.

Today, students are largely hidden from the true face of war. Unless, students themselves have gone to war or had a family member serving in the military abroad, they are largely shielded from the consequences of war. They do not see the dead and mangled bodies or the destructive aftermath on a community. Rather, they witness the cheers of the crowd in response to the presentation of soldiers at sporting events or the glorification of war in the media. Moreover, we have a generation of young men and women who have grown up learning to play war via video games within the safety of their homes. As such, we need to teach the realities of war as well as the benefits of working towards peace. We need to work to change the narrative.

### Changing the Narrative

So where do we start? First, we need to stop sheltering students and expose them to the realities of war, either past or present. Often current wars are so political that the minds of students are more closed. Images from Vietnam, the Holocaust, Rwanda, and a host of other conflicts around the globe provide opportunities through video for students to see the effect of war and atrocity up close and often through the eyes of someone closer to their age. With open discussion, most students are able to make the connection to the realities of all wars regardless of original context. Students begin to take on the serious and somber consideration that war deserves. It is not simply another sport or international contest.

Second, we need to infuse peace psychology across the curriculum. Three resources concerning the teaching the psychology of peace and mass violence are available through the Office of Teaching Resources in Psychology (e.g., Woolf & Hulsizer, 2004). These resources include annotated bibliographies, sample syllabi, and lecture/multimedia suggestions. The new Promoting Student Engagement: Activities, Exercises, and Demonstrations for Psychology Courses eBook published

by the Society for the Teaching of Psychology includes a chapter devoted to peace and war (Woolf & Hulsizer, 2011). Additionally, Christie, Wagner, and Winter (2001) have made available their edited book, *Peace, Conflict, and Violence: Peace Psychology for the 21st Century* available for free download. Teachers can easily integrate these chapters into traditional courses within the psychology curriculum.

Finally, we need to disconnect the link between sports and war or at least make our students consciously aware of the connection so that they can critically evaluate the relationship for themselves. Unfortunately, the line between sport and war is too often blurred. Violent sports already have been linked to increased aggression on an individual and cultural level (Anderson & Carnagey, 2009; Keeler, 2007; Russell, 2008; Sipes, 1973). The war-sports linkage cannot be helpful in that respect and most likely serves to increase ultra-competitiveness and potential harm. More importantly, however, the war-sports analogy all too often leads conversely to the trivialization of war. It is imperative that we teach our students that war is not a game; it is not sport. There are few winners in war and extensive life-altering losses for all involved. I wish our youth and students did not need to learn this lesson. Nonetheless, they need to come to understand that war is dark, grave, and bitter. War is not a game and certainly not a cause for celebration.

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

# Advocating for Children's Rights: Introduction to Series

Julie Meranze Levitt

Last summer, at our APA Convention, Peace Psychology's programming included two excellent sessions to consider the status of the rights of children and issues related to the maltreatment of children.

In the first session, there were three papers on the U.N. Children's Rights Convention (CRC), describing the profound effect worldwide of the convention and the history and ramifications of the failure of the United States to ratify the convention, ironically now the only country associated with the U.N. that has failed to do so. Corann Okorodudu described the global impact of the CRC, Deborah Fish Ragin, the history of the campaign for the United States to ratify the document, and Judith Van Hoom explored the efforts of the American Psychological Association to press for the United States' support of it. Ellen Garrison, Senior Policy Advisor, APA staff, was the chair and discussant.

In a second session, presenters: Jennifer M. Costillo, Judith Van Hoom, Sandra Rafman and Michael R. Van Slyck explored dramatically different circumstances in which children may be mistreated and the possible sequelae associated with each. In this session, the presenters, by virtue of their topics, call upon us to consider increasing the scope of what is defined as child maltreatment and what is involved in prevention and treatment, including the involvement of the entire community, and expanding the kinds of research and intervention approaches that may lessen maltreatment. The topics were: socio-political realities such as war and the effect of parent deployments and war as it is graphically presented in the media, the impact on children of natural disaster and resulting dislocations, the aftermath of ethno-political conflict in a country in recovery, and the effect of spousal conflict style on children's social competence. Three of the four themes are in this collection. Mary Haskett, current President of the Section on

We have substantial expertise regarding how to tackle building peaceful communities with justice.

The support of children within those communities is integral to and an essential part of that work.

Child Maltreatment of the Society for Child and Family Policy and Practice (Division 37), chaired and served as the discussant.

The papers here, based on the two sessions at APA 2010, speak for themselves. There is urgent need for the United States to join other countries in supporting protections for children everywhere. The reality of what constitutes maltreatment continues to be inadequately represented in the literature. The term, child abuse, largely based on guidelines set out by child protective services, focused on the kind of maltreatment that is most easily recognized and associated with obvious emotional and physical injury, is the focus of much research. This kind of research, also, is most likely to be funded because abuse, as it is defined by protective services, it is easily detected. Maltreatment, with much more encompassing and diffuse definitions and subtle manifestations or none at all, is more difficult to associate with specific symptom complexes and therefore, be less likely to be recognized as traumatic or to fit into easily identified study categories. In my literature search of most recent reviews on child maltreatment, I was struck by the continued emphasis on child abuse mainly as a family-associated condition and as the major focus of studies. By far, I found many fewer articles cited that are community focused and even smaller numbers of reviews that include studies in which investigators focus on the even larger environments in which

maltreated children live (e.g., parts of our country where there is less funding, regional attitudes may affect service delivery, and service cutbacks at the federal level). Also lacking are studies that examine child maltreatment and remedies outside of the United States and other western countries. The subtle but serious effects of acute and chronic maltreatment on children may not easily be detected by newer methods of evaluating child harm and therefore may impact protocols for the amelioration of effects (Twardosz & Lutzker, 2010). The kinds of maltreatment to which I am referring, associated with ostracism and other ways of demeaning and denying service, are associated with many often unrecognized or disregarded factors, among them, the presence of physical disabilities, family political/social connections and belief systems not accepted by the majority, ethnic and racial identities, identification as LGBTQ, and other attributes that subtly and not so subtly interfere with the acceptance of children, families and groups who are different from those groups in power. Such factors may continue to go unrecognized and unaddressed.

Moreover, as Jennifer M. Costillo suggests, there are too few studies that look at how maltreatment is defined within specific cultural settings and what kinds of approaches are and could be applied on a country-wide basis. Questions of resources available, including funding and governmental support for initiatives, need to be taken into account as well as the realities of interplay of political, cultural and larger social systems within a country. Mary Haskett, in her Remarks about Child Maltreatment, a part of this collection, writes that "the scope of potential forces of violence against children is striking" and goes on to suggest directions for broadening definitions of maltreatment as a necessary part of research, prevention, and treatment.

The articles to follow give us the opportunity to think about what we need to do to protect

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our greatest asset, our children. It is important that we in Peace Psychology continue to recognize the issues discussed here and seek solutions. We have substantial expertise regarding how to tackle building peaceful communities with justice. The support of children within those communities is integral to and an essential part of that work. Research needs to examine how to work preventively (e.g., Christie & McNamee, in press) and build communities that are safe for children (e.g., Abrahams, 2001; Kostelny & Garbarino, 2001). Let's continue to draw from our research and practices, working with other sub-specialties in psychology, such as those devoted to child and family policies and care, to help create safe, supportive environments for children so that they may lead fully actualized lives.

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- Julie Meranze Levitt can be contacted at [julie.levitt@verizon.net](mailto:julie.levitt@verizon.net).

# The Global Impact of the U.N. Convention on the Rights of the Child

Corann Okorodudu, Rowan University

## The Nature of the Convention on the Rights of the Child

This presentation highlights the nature and transformative global impact of the Convention on the Rights of the Child over the past 20 years and pinpoints the remaining challenges to the fulfillment of all rights for children everywhere.

Upon its adoption by the UN General Assembly in 1989, the Convention on the Rights of the Child became the first legally binding international convention to affirm human rights for all children, to protect them from violence and to promote their full development. The Convention is the most widely accepted human rights treaty, with ratification by 193 members of the United Nations. Only Somali and the United States have not yet ratified the Convention. The treaty is comprehensive in that it provides for children's social, economic, civil and political rights covered under the following four categories: (1) rights to survival; (2) rights to safety and protection from harmful influences, abuse and exploitation; (3) rights to develop to the fullest; and (4) rights to participate fully in family, social and cultural life.

The Convention on the Rights of the Child (CRC) represents a major milestone in the historic effort to achieve a world fit for children. As a binding treaty of international law, it codifies principles that Member States of the United Nations agreed to be universal—for all children, in all countries and cultures, at all times and without exception, simply through the fact of children being born into the human family. The Convention calls for implementing children's rights according to the following five principles:

- **Definition of the Child:** The first article of the convention establishes that a child is any human being below the age of 18;
- **Non-Discrimination:** The Convention applies to all children, regardless of their

race, gender, religion, culture, abilities, or their family structure;

- **Best Interests of the Child:** Children's best interests must be the primary consideration in making decisions that may affect them;
- **Respect for the Views of the Child:** Children's views should be welcomed and taken into account;
- **The Evolving Capacities of the Child:** This principle recognizes children's developmental nature and that implementation of their rights should be consistent with the capacities of their level of development.

In the year 2000, the UN General Assembly adopted two optional protocols to the Convention: (1) The Optional Protocol on the sale of Children, Child Prostitution and Child Pornography; and (2) The Optional Protocol on the Involvement of Children in Armed Conflict. In March this year, the Human Rights Council in Geneva launched the process of drafting a third optional protocol to the Convention which, if adopted, will provide a procedure for children or their representatives to complain about violation of their rights, when no effective remedy is available to them in their own country.

Now you may ask, what is the practical significance of these international instruments? Governments who ratify and become parties to these international standards are legally obligated to respect, to protect, and to fulfill the rights provided. They submit reports to the U.N. Committee on the Convention on the Rights of the Child three years after ratifying the Convention and every five years after that. However, as members of professional associations, civic and societal institutions and a world community, we are all obligated and empowered by these instruments to ensure

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that the rights of all children are protected everywhere, by effectively implementing them in all areas of their lives.

## **The Convention Has Had Worldwide Impact**

The treaty has inspired changes in laws to better protect children, altered the way international and national organizations see their work for children, and supported an agenda to better protect children in situations of armed conflict.

In every region of the world, we find numerous examples of the CRC's impact on law and practice. In 1990, Brazil followed ratification of the Convention with a new Statute of the Child and Adolescent based on its principles. Burkina Faso created a Children's Parliament to review proposed legislation, in response to the principle of participation set forth by the Convention.

The CRC was the first international convention to be ratified by South Africa, leading to changes such as the prohibition of corporal punishment and development of a separate juvenile justice system. The Russian Federation also set up juvenile and family courts in response to the CRC, while Morocco established a National Institute to Monitor Children Rights.

Finland took a number of new measures for children inspired by the Convention, such as a plan for early childhood education and care, a curriculum for the comprehensive school, quality recommendations for school health care, and an action plan against poverty and social exclusion.

And Eritrea issued its Transitional Penal Code, with penalties for parents or guardians who neglect, abuse or abandon their children.

## **Remaining Challenges**

Great progress has been made on children's rights in the past 20 years. Millions of young lives have been saved, more children than ever are in school, more children are actively involved in decisions concerning their lives and important treaties have been concluded to protect children. However these gains have been uneven and there are many remaining challenges and obstacles. The wide acceptance of the CRC can give the misleading impression that all is well in the lives of children. Yet the very idea that children are the holders of rights is far from universally recognized. Too many children are considered to be the property of adults, and are subjected to various forms of violence, abuse and exploitation at all levels of society, as established by Graca Machel's 1996 UN Study of Children in Armed Conflict and the recent UN Study on Violence Against Children. Eradicating poverty is the greatest global challenge to fulfilling children's rights. Too many children are still subject to inequality and various and multiple forms of discrimination.

That the world fails to respect the rights of its children—even to deny that children have rights—is clear in the alarming numbers of children who die of preventable causes, who do not attend school or attend a school that cannot offer them a decent education, who are left abandoned when their parents succumb to AIDS, or who are subjected to violence, exploitation and abuse against which they are unable to protect themselves. The recognition that children have a right to a voice in decisions affecting them, articulated in Article 12, is not only disrespected on a regular basis; its very legitimacy is questioned by many.

Nor can we claim that we live in a world where children's best interests are the primary consideration in all decisions affecting

them—as demanded by Article 3 of the Convention. In fact, the contrary is evidenced by the way that governments and institutions allocate their resources especially in times of economic crises, the limited attention they give to ensuring the best for children, and the way governments conduct wars.

## **The Power of the CRC as a Foundation for Change**

This 20th anniversary of the CRC reminds us, most of all, of what we have left to do. Like all powerful ideas, the CRC reflects a demand for deep and profound change in the way the world treats its children. The CRC demands a revolution that places children at the center of human development. It has provided all of us with an essential foundation for governments and indeed all of us to play our part in changing what needs to be changed. Effecting that change requires us to use the CRC in its fullest sense, and to take advantage of its three fundamental strengths.

- ▮ First, it is a legal instrument, defining unequivocally the responsibilities of governments to children within their jurisdiction;
- ▮ Second, it is a framework for the duties borne by different actors at different levels of society to respond to the rights of children, and it helps us understand the knowledge, skills, resources or authority needed to fulfill those duties;
- ▮ Third, it is an ethical statement, both reflecting and building upon core human values about our commitment to collectively provide the world's children with the best we have to give.

Corann Okorodudu can be contacted at [okorodudu@rowan.edu](mailto:okorodudu@rowan.edu).

**"If we are to teach real peace in this world,  
and if we are to carry on real war against war,  
we shall have to begin with the children."**

*– Mahatma Ghandhi*



# Convention for the Rights of the Child: The Dilemma Facing the United States

*Deborah Fish Ragin, Montclair State University*

When researching the United States' current positions concerning the United Nations' Convention for the Rights of the Child, I came upon two statements by Marian Wright Edelman, president and founder of the Children's Defense Fund, which succinctly reminds us why we should all support this effort. Edelman first quotes Detrick Bonhoeffer, a Protestant German Theologian who died opposing Hitler's holocaust, noting that Bonhoeffer states:

“The test of the morality  
of a society is how it  
treats its children.”

Then, in challenging the United States to think about our treatment of our children, Edelman notes:

“Protecting tomorrow's Mandelas, Mother Therasas and Obamas will be the moral and ethical litmus test of our generation.”

How we treat our children, how we nurture and protect our future statesmen, moral leaders and advocates for human rights speaks volumes about the values of our society. I believe that Edelman is saying that the Convention for the Rights of the Child is our opportunity to demonstrate our commitment to our children and the values we support.

## Brief Overview

It might help to review briefly the role of the U.S. in developing the Convention, prior to discussing the current controversies surrounding the issue. It might surprise some to learn that the United States was one of the original authors of the Convention. It played an instrumental role in crafting the original drafts of the document: A strong indication of its support of the Convention. Consistent with that effort, from 1990-1994 a resolution to adopt the convention was presented and discussed in the U.S. Senate. On February 16,

1995, Madeline Albright, then the U.S. delegate to the UN under the Clinton Administration, signed the Convention on the Rights of the Child (CRC), signaling an intention by the US to adopt the convention.

For the U.S. to be a party to the convention, however, both houses of congress needed to pass the resolution. Unfortunately, in spite of the US's long history of involvement, Senator Jessie Helms would not permit a congressional hearing on CRC. Senator Helms cited three principle reasons for delaying the senate's consideration of the issue. First, he stated that the CRC was incompatible with the “God-given rights and responsibilities of parents to raise their children.” Second, Helms claimed that the CRC has the potential to restrict the efforts by the US federal government as well as individual states to protect children and to enhance family life. Finally, Helms claimed that the US constitution is the ultimate guarantor of rights and privileges to all Americans, including children. His third point echoes the fear of some that the CRC would supersede the US constitution.

The three objections to the CRC cited by Helms sound compelling. There is just one problem, there is no truth in the first two objections and the CRC does not challenge the supremacy of a country's own constitution. Specifically, there is no conflict between parent's god-given rights and the regulations stated in the CRC. Likewise, the CRC does not pose conflicts with a government's existing regulations designed to protect children. Finally, the CRC cannot circumvent state's rights because each country must vote to affirm the convention. Countries can decide to adopt the policy in its entirety or to redact those elements which it feels is inconsistent with its own laws. I will explore each of these points in greater detail. For the moment, however, I return to a brief overview of the chronology of events pertaining to the US's response to the CRC.

May 25th, 2000, the United National's general assembly adopted two additional protocols on the CRC: The first contains regulations against the sale of children, child prostitutes

and child pornography. The second details specific actions to protect children from participating in armed conflict. President Bill Clinton promptly signed both protocols. Two years later in 2002, the optional protocols were signed and ratified as international law. Interestingly, about the same time the US congress also ratified both optional protocols, even though Congress still refused to ratify the principle Convention.

The US Congress' more favorable attitude towards the optional protocols for the CRC did not last long, however. In May of 2002 at the United Nations' Special Session on Children the members adopted “A World Fit for Children,” a document that reaffirmed the UN's role and obligation to promote and to protect the rights of children. It was during this special session that the US delegates to the UN dismissed the CRC and its principles; a move that reinforced the US' lack of support for the Convention and created confusion about its support for the optional protocols.

Fast forward to 2010 and we find that the United States is the only country that has not ratified the original Convention on the Rights of the Child. I note that until recently Somalia also refused to ratify the agreement. Somalia changed its position and decided to support the Convention, leaving the US as the sole outlier. Current estimates suggest that even if the Congress were inclined to consider the Convention, it will take some time before a vote can be taken to ratify it. The US Congress has yet to send the Convention to the Senate Foreign Relations Committee, a required first step before congress can take action to ratify the agreement.

What explains the nearly 20 year controversy over the CRC in the United States? I identified the three principle objections raised by the late Senator Jessie Helms. I return to those objections now because they have given rise to a number of additional myths and misperceptions about the CRC. I devote the balance of my time to “debunking” these myths and correcting the misstatements

*continued on page 18*

*continued on page 18*

about a very important regulation designed to protect children.

## **Myth #1: The CRC Is Incompatible with God-Given Rights of Parents to Raise Children**

It is important to state clearly and up front that the CRC recognizes the primacy of the family. Articles 5 and 14 reaffirm the CRC's respect for parental guidance and responsibility in raising children. It refers to the family as the fundamental group of society and the natural environment for the growth and well-being of all its members, especially its children. Furthermore, the CRC underscores the pivotal role played by parents in the lives of their children. How is this demonstrated? Consider this fact: many countries with more traditional customs regarding parent-child relationships have ratified the convention. If the CRC did not recognize parent's rights, would those countries have ratified the agreement? And, if that is not persuasive enough, remember, the US was one of the principle authors of this document. Would the US include language that challenged the primacy of the family? I contend not. Nothing in the CRC instructs, limits, or regulates how parents are to raise their children.

## **Myth #2: The CRC Gives Children Unfettered Rights**

Critics of the CRC claim that the Convention gives children autonomy with the capacity to make the type of decisions usually reserved for adults including the right to sue parents and the right to have abortions. This myth greatly overstates the rights given to children in the convention. The framers of the CRC—and again, remember, the United States was one of the authors—understand that children's ability to exercise their rights are constrained by their age and their maturity, and is influenced by culture, environment and life experiences. As such, the CRC states that any legal action brought by children

against parents must be based on the federal, state or local laws of their own country. Here the CRC recognizes the primacy of the constitutions of other countries. The CRC does allow children to obtain legal assistance, but only if they have been accused of a crime and subsequently arrested and detained by their own country without recourse to counsel.

With regards to abortions, consider this: Ireland, the Philippines, and even the Vatican, all countries with strict anti-abortion laws, have ratified the CRC. How, therefore, can it be said that the CRC allows children to obtain abortions? Simply put, the CRC takes no position on family planning or abortions. Instead, the CRC has called attention to the high rates of teen age pregnancies and abortions. This fact may be a little uncomfortable for the United States, which has the highest rates of out-of-wedlock births of all the industrialized countries. But, no, the CRC does not advocate for or encourage children to have abortions.

## **Myth #3: The CRC will Restrict States and Federal Government's Efforts to Protect Children and to Enhance Family Life**

As indicated previously, Articles 5 and 14 reaffirm respect for parental rights and the responsibility of parents to raise their children. Thus, there is no threat to the family in this document. But, one again, the United States may feel a little uncomfortable with calls by the CRC to enhance protection of children. Consider these facts: The US is 27th out of 30th in infant mortality rates among industrialized and more developed countries. We rank "dead last" in the number of children killed by firearms. And since 1979, over 107,000 children have been killed by fire arms in the US: More than two times the total number of casualties in Vietnam! Clearly we, too, have work to do to ensure that children in the U.S. are given a chance to grow up in safe and secure environments.

## **Myth #4: The CRC challenges the US Constitution**

It has been clearly established by our own Supreme Court: No treaty can supersede the US constitution. That said, it is also the case that the CRC cannot be implemented in countries without ratification by its governing body. Recall that Madeline Albright and President Clinton both signed the CRC and the optional protocols. However, that act itself was not sufficient to enforce the CRC in the United States. Congress must ratify and approve all relevant sections. The US Congress has yet to ratify the CRC as a document that is applicable to the US.

It is important to point out also, that a country can enact the CRC with reservations, understandings and declarations. That is to say, the US could file a reservation to any section of the CRC which would render that section inapplicable to the US. Any country that has ratified the CRC can also nullify the ratification with written notice at any time. Thus, ratification is not an irrevocable process.

In summary, there have been many delays and many misunderstandings about this Convention, its intent and its remit. But it a careful review of the document clearly shows that:

- ▶ The CRC does not supersede the rights of parents;
- ▶ It does not supersede the constitution of any participating country; and
- ▶ It must be ratified and approved by the legislature of any participating country.

Deborah Fish Ragin can be contacted at: [ragind@mail.montclair.edu](mailto:ragind@mail.montclair.edu).

*Special Supplement: Child Maltreatment  
continued on page 23.*

# **Peace Psychology in Our Own Communities:** Working Toward Structural, Sustainable Changes When We Are Part of the Problem, Process and Solution

Society for the Study of Peace, Conflict and Violence: Peace Psychology Division of the APA

## **PRELIMINARY PROGRAM SCHEDULE**

### **Div. 48, APA Annual Convention, Washington, DC** Aug. 4 – 7, 2011

Our Hospitality Suite programming will be announced electronically via the listserv and/or the web site ([www.peacepsyc.org](http://www.peacepsyc.org)). We will be in a Conference Suite in the Grand Hyatt Washington. Please feel free to use this space for informal meetings. All are welcome to Division 48 programs.

**Hospitality Suite Hours: Thurs., 4 – 9 p.m.; Fri. and Sat., 8 a.m. – 9 p.m.; Sun., 8 a.m. – noon.**

#### **WEDNESDAY, AUGUST 3, 2011**

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##### ***Executive Committee Meeting***

2 – 7:50 p.m.

Renaissance Washington Hotel Meeting, Room 6

#### **THURSDAY, AUGUST 4, 2011**

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##### *Symposium:*

##### ***Aftermath of the Gulf Oil Spill: Environmental Justice at the Intersections of Class, Race, and Gender***

11 – 12:50 a.m.

Convention Center, Room 103A

SYMPOSIUM CO-CHAIRS:

Nancy M. Sidun, PsyD, Kaiser Permanente, Honolulu, HI; Janet K. Swim, PhD, Penn State University Park

##### ***Perceptions of Responsibility and Harm Following the Gulf Oil Spill***

Susan D. Clayton, PhD, College of Wooster; Amanda Koehn, College of Wooster

##### ***Economic Impact of Women and Families of the Gulf Coast Region Following the Spill***

Faye A. Reimers, PhD, Independent Research, Sanger, TX

##### ***The Red Batons: Humanitarian and Psychological Aid in the Gulf Region***

Meagan Leduc, MA, Massachusetts School of Professional Psychology

##### ***Who Cares? The Response to Environmental Disasters***

Jill B. Bloom, PhD, Massachusetts School of Professional Psychology

Discussant: Karen F. Wyche, PhD, Howard University

##### *Symposium:*

##### ***Exploring the Effects of Detention and Deportation on Mixed-Status Transnational Families Through Interdisciplinary Participatory and Action Research***

1 – 2:50 p.m.

Convention Center Room 151B

Chair: M. Brinton Lykes, PhD, Boston College

##### ***Immigrant Families' Experiences of Detention and Deportation: Generating Organizing and Change Through Interdisciplinary Participatory Action Research***

M. Brinton Lykes, PhD, Boston College; Juan M. Leon Parra, MA, Home for Little Wanderers, Brighton, MA; Yliana Johansen, BA, Boston College

##### ***Qualitative and Quantitative Explorations of the Impact of Detention and Deportation on Latino Immigrant Families***

Kalina Brabeck, PhD, Rhode Island College; M. Brinton Lykes, PhD, Boston College; Rachel Hershberg, BA, Boston College; Qingwen Xu, JD, PhD, Boston College

« PULL OUT SCHEDULE TO BRING ALONG TO WASHINGTON, DC »»

***Narrating Borders: An Exploration of Central American Youth's Experiences With Transnationalism and the U.S. Deportation System***

Rachel Hershberg, BA, Boston College

***Exploring Parent-Child Communication in the Context of Threat: Mixed-Status Families Facing Detention and Deportation***

Cristina J. Hunter, MA, Boston College; M. Brinton Lykes, PhD, Boston College; Kalina Brabeck, PhD, Rhode Island College

***Immigrant Families' Experiences of Detention and Deportation: Generating Education and Organizing Through Participatory Know Your Rights Workshops***

Marlon Cifuentes, English in Action, Providence, RI; Manuel Ruiz Reyes, Organizacion Maya K'iche', New Bedford, MA; Kaitlin Black, BA, Boston College; Discussant: Patricia Foxen, PhD, National Council of La Raza, Washington, DC

***Invited Address: Morton Deutsch Conflict Resolution Award***

3 – 3:50 p.m. Convention Center Room 147B

Chair: Gilbert Reyes, PhD, Fielding Graduate University

***From Crisis to Opportunity: The Role of Community Resilience in Building Peace***

Diane Bretherton, PhD, Australian Centre for Peace and Conflict Studies, St. Lucia, QLD, Australia; Anouk Ride, PhD, University of Queensland, QLD, Australia

## **FRIDAY, AUGUST 5, 2011**

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***Symposium:***

***Arriving Where We Started: Examining and Transforming Assumptions of Community Peace Work***

9 – 9:50 a.m. Convention Center Room 152A

Chair: Caitlin O. Mahoney, PhD, Metropolitan State University

***What Models Work Best for Community Action? What Informs Us in Grassroots Work Versus the Power and Motivation Coming From the Top or From Away?***

Rebekah Phillips DeZalia, PhD, Coastal Carolina Community College

***Being in the Field: The Effects of Lived Experience on Perceptions of Communities and the Role of the Researcher***

Sandina Begic, BS, BA, Boise State University

***Peacebuilding: Developing Culturally Sensitive Research Methodologies***

Gabe Twose, MA, Clark University

***Progressive Palestinian Pentecostals and Godly Love: Risking Death, Seeking Justice, Making Peace***

Robert Welsh, PhD, Azusa Pacific University

***Symposium: A One Nation Model for Civic Engagement***

10 – 10:50 a.m. Renaissance Washington Hotel, Meeting Room 2

Chair: Zoi A. Andalcio, MS, Boston Public Health Commission, MA

***Interfaith Leaders As Bridge Builders***

Henry Izumizaki, One Nation, Gig Harbor, WA; Eboo Patel, PhD, One Nation, Gig Harbor, WA

***Adaptation of One Nation Model for New York City***

Fatima Shama, MPA, One Nation, Gig Harbor, WA

***Symposium: Classic and Modern Cinematic Images Mirror Societal Progress As Leaders Creatively Shaping Peace Between Cultures in Conflict***

10 – 10:50 a.m. Convention Center Room 152B

Co-chairs: Mary B. Gregerson, PhD, Health, Environment, Performance Psychology, Leavenworth, KS; Julie M. Levitt, PhD, Independent Practice, Bala Cynwyd, PA

***Hollywood Scriptures: Challenges of Peace in the Postmodern Family***

Steven Nisenbaum, PhD, JD, Family Healthy Choices, Inc., Topsfield, MA

***Two Paths to Justice: Who Is Victim? Who Oppressor?***

John Paul Szura, PhD, San Agustin Center of Studies, Quezon City, Philippines

***Crossing Borders: Films on Conflicts Within Mexico and Texas***

Walter E. Penk, PhD, Texas A&M Health Sciences Center College of Medicine

***Creating Diversity Over Time: The Children's Hour and The Kids Are All Right***

June Wilson, PsyD, RN, Dominican University

Discussant: Mary B. Gregerson, PhD, Health, Environment, Performance Psychology, Leavenworth, KS

## Poster Session

1 – 1:50 p.m.

Convention Center Halls D and E

### ***Childhood Correlates of Nonviolent Tendencies as an Adult***

Kimberly A. Thompson, BS, Lewis-Clark State College; Jonelle C. McCoy, BS, Lewis-Clark State College; Daniel M. Mayton II, PhD, Lewis-Clark State College; Elaine B. Duford, BS, Lewis-Clark State College; Kortni R. Selby, BS, Lewis-Clark State College; Amber L. Stafford, BS, Lewis-Clark State College; Jessica A. Berghammer, BS, Lewis-Clark State College; Michelle L. Cutfinger, BS, Lewis-Clark State College; Madison K. Randall, BS, Lewis-Clark State College

### ***Intrapersonal, Interpersonal, Societal, and World Nonviolence***

Daniel M. Mayton II, PhD, Lewis-Clark State College; Jonelle C. McCoy, BS, Lewis-Clark State College; M. Zachary Brink, BS, Lewis-Clark State College; Kimberly A. Thompson, BS, Lewis-Clark State College; Kayla D. Burke, BS, Lewis-Clark State College

### ***Effectiveness of Peace Education in School-Aged Children in the United States***

Omega Perry, BA, Argosy University, Washington, DC

### ***Toward Healing and Understanding Resiliency for Youth in the Aftermath of Ethnic-Political Violence in Gujarat, India***

Reena Patel, MA, and Christopher T.H. Liang, PhD, University of La Verne

### ***University Peace Centers: Opportunities, Challenges, and Recommendations for Grant Searching***

Emily M. Mastroianni, BA, Ball State University, and Lawrence H. Gerstein, PhD, Ball State University

### ***Cognitive Correlates of Political Conservatism and Liberalism***

Jeremy Coles, MEd, University of Tennessee, Knoxville; Carolyn A. Blondin, BA, University of Tennessee, Knoxville; Robert Williams, PhD, University of Tennessee, Knoxville

### ***Moral Disengagement and Moral Engagement in Viewpoints Regarding the Achievability of Peace***

Tristyn T. Campbell, BA, Boston University; Laura Marcucci, BA, Boston University; Lauren R. Moss Racusin, Boston University

### ***Hate Online: An Analysis of Internet Hate Sites***

Linda M. Woolf, PhD, Webster University; Michael R. Hulsizer, PhD, Webster University

### ***Sport for Peace: Best Practices for Building Peaceful Communities for Children***

Lindsey C. Blom, EdD, Ball State University; Amanda J. Visek, PhD, George Washington University; Brandon S. Harris, PhD, Kansas State University

### ***Promoting Peace Within Public Education: On Schoolwide Positive Behavior Support and Bullying Prevention and Conflict Resolution***

Ricardo Chavez, MA, University of the Pacific; Dominique Neely, MA, University of the Pacific

### ***Stand UP! An Assertiveness Training Group Curriculum for 3rd- Through 5th-Grade Boys Who Are Victims of Bullying***

Emily Redding, MA, University of the Pacific

### ***A Group Curriculum for Girls Engaged in Relational Aggression***

Emily Redding, MA, University of the Pacific

### ***Promoting Peace in Schools***

Linda Webster, PhD, University of the Pacific; Melissa Greenberg, MA, University of the Pacific

## Invited Address: ***Early Career Awards for 2009 and 2010***

4 – 4:50 p.m.

Convention Center Room 144B

Chair: Daniel J. Christie, PhD, Ohio State University at Marion

### ***Field Experiments on Prejudice Reduction***

Elizabeth Levy Paluck, PhD, Princeton University

### ***Owing Your Enemy a Favor: A Wee Boy, an Old Grandmother, and Lots of Pears and Cherries***

Masi Noor, PhD, Canterbury Christ Church University, Kent, England, United Kingdom

## Invited Address: ***Ralph K. White Lifetime Achievement Award***

5 – 5:50 p.m.

Convention Center Room 154B

Chair: Julie M. Levitt, PhD, Independent Practice, Bala Cynwyd, PA

### ***Psychological Landscape of Peacebuilding in Asia: A View From Inside***

Cristina Montiel, PhD, Ateneo de Manila University, Quezon City, Philippines

# SATURDAY, AUGUST 6, 2011

## Conversation Hour: ***A Survivor of Torture Speaks With Psychologists:***

### ***What Her Memories and Observations Say to Us***

9 – 9:50 a.m.

Convention Center Room 103A

Chair: John Paul Szura, PhD, San Agustin Center of Studies, Quezon City, Philippines; Dianna Ortiz, BA, Pax Christi USA, Washington, DC

## Invited Symposium: ***Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution Reconciliation and Peace Building***

10 – 11:50 a.m.

Convention Center Room 147B

Chair: Kathleen H. Dockett, EdD, University of the District of Columbia

***Barriers and Prospects in Israel and Palestine: An Experimental Social Psychological Perspective***

Yecheil Klar, PhD, Tel Aviv University, Israel

***Palestinian Practitioner Perspective to the Israel-Palestine Conflict***

Mubarak Awad, PhD, American University

***Models of Restorative Justice for Peace Building and Transformative Societal Change in Israel-Palestine***

Donna Nassor, JD, New Jersey City University

***Approaches to Preventing Violence and to Reconciliation in the Israeli-Palestinian Conflict***

Ervin Staub, PhD, University of Massachusetts

***Conversation Hour: Refugee Resilience and Recovery: APA Task Force on the Psychosocial Effects of War on Children and Families***

12 – 12:50 p.m.

Convention Center Room 102A

Chair: Maryam Kia-Keating, PhD, University of California-Santa Barbara; Katherine Porterfield, PhD, New York University School of Medicine

***Paper Session: Peacebuilding in Communities***

1 – 1:50 p.m.

Convention Center Room 144A

Chair: Joseph H. de Rivera, PhD, Clark University

***How One Denomination Developed, Debated in Local and National Forums, Revised, Approved, and Is Now Implementing a Peacemaking Statement of Conscience***

Hal S. Bertilson, PhD, University of Wisconsin-Superior

***Power and Reconciliation Processes***

Barbara S. Tint, PhD, Portland State University

***The Downsides of Individualism and Empathy in Times of War***

Violet Cheung-Blunden, PhD, University of San Francisco; William Blunden, MA, San Francisco State University

***Integrating Clinical and Social Psychological Contributions for Peace***

Joseph H. de Rivera, PhD, Clark University

***Presidential Address***

3 – 3:50 p.m.

Convention Center Room 140B

***Impacts of Peace Psychologists Working in Their Own Communities***

Julie M. Levitt, PhD, Independent Practice, Bala Cynwyd, PA

***Business Meeting***

4 – 4:50 p.m.

Convention Center Room 140B

**SUNDAY, AUGUST 7, 2011**

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***Symposium: Meeting the Challenges of Teaching Nonviolence and Peace Psychology***

9 – 9:50 a.m.

Convention Center Room 101

Chair: Christine L. Hansvick, PhD, Pacific Lutheran University

***Introducing Peace Psychology to the Masses: The Role of Single Lectures for Large Student Audiences***

Linden L. Nelson, PhD, California Polytechnic State University-San Luis Obispo

***Using Web-based Resources to Enhance the Classroom Experience***

Hal S. Bertilson, PhD, University of Wisconsin-Superior

***Presenting Multiple Perspectives Within a Peace and Nonviolence Course: The Challenges of Textbooks***

Daniel M. Mayton II, PhD, Lewis-Clark State College

***Some Peace Psychology Publications and Resources***

Daniel J. Christie, PhD, Ohio State University at Marion

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**Books, articles, refreshments and more will be available in the Div. 48 Hospitality Suite. All are welcome.**

**HOSPITALITY SUITE HOURS: THURS., 5 – 9 P.M.; FRI. & SAT., 8 A.M. – 9 P.M.; SUN., 8 A.M. – NOON**

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# History of APA's Support for the Convention

Judith Van Hoorn, University of the Pacific

This year marks the 20th anniversary of the Convention on the Rights of the Child (CRC). The U.S. is one of two member nations at the UN that has not ratified the CRC. This is a pivotal year for APA to work in support of U.S. ratification of the CRC. In particular, it vital to educate APA members and the public about APA's commitment to the CRC as well as to identify the numerous ways that the work of APA and its members, as psychologists, relate to implementing the Articles of the Convention on the Rights of the Child.

## "It's Already APA Policy!"

Soon after the UN adopted the convention in 1989, The APA Council of Representatives approved a first policy resolution endorsing the "principles and spirit" of the Convention on the Rights of the Child (CRC). In February 2001, a much stronger second APA policy resolution that reaffirmed the CRC as a comprehensive policy framework for the protection of the dignity of children:

THEREFORE BE IT RESOLVED that APA reaffirms its support for the spirit and principles of the Convention on the Rights of the Child and calls on the U.S. Senate to ratify it with due urgency;

BE IT FURTHER RESOLVED that APA affirms its support for the optional protocols to the Convention and calls on the U.S. Senate to ratify them with due urgency;

BE IT FURTHER RESOLVED that, until the Senate ratifies the Convention and its protocols, states and municipalities should adopt the principles in the Convention as guides to their own policies and practices affecting children;

BE IT FURTHER RESOLVED that APA encourages state psychological associations to advocate such action by state legislatures, city and county councils, and state and local school boards;

BE IT FURTHER RESOLVED that APA should apply the principles in the Convention in its own work related to children;

THEREFORE BE IT ENACTED that the APA Committee on International Relations in Psychology shall establish and appoint a working group to examine the implications of the principles in the Convention for psychologists' practice, research, education and advocacy.

APA Policy Resolutions and Actions Related to APA's Commitment to the UN Convention on the Rights of the Child (UN CRC)

Since 2001, APA has adopted other important policy resolutions and task force reports based on the principles and core rights of the CRC. Importantly, APA is an active advocate on the Capitol Hill for children for numerous issues based on principles of the Convention.

## Examples of APA Policy Resolutions:

Efua Andoh, Manager, CYF Programs, Children, Youth, and Families Office, Public Interest Directorate prepared the following partial list of related policy resolutions. She selected the following examples based on:

- ▶ CRC's emphasis on the child's right to (a) survival; (b) develop to the fullest; (c) protection from harmful influences, abuse, and exploitation; (d) participate fully in family, cultural, and social life.

- ▶ CRC's core principles of (a) non-discrimination; (b) devotion to the child's best interests; (c) the child's right to life, survival, and development; (d) respect for the views of the child.

APA Resolutions: Homelessness; Psychological Needs of Children Exposed to Disasters; Lesbian, Gay, and Bisexual Youth in the Schools; Immigrant Children, Youth, and Families; Maltreatment of Children with Disabilities; Children's Mental Health; Bullying Among Children and Youth; Psychological Issues Related to Child Abuse and Neglect; Promotion of Healthy Active Lifestyles and Prevention of Obesity and Unhealthy Weight Control Behaviors in Children and Youth.

## Two Recent Highlights of APA Advocacy Actions:

- ▶ Dr. Harold Cook (a member of the APA UN NGO delegation) presented APA's commitment and position at a briefing at the Campaign for U.S. Ratification of the CRC. Statement integrates disability within CRC and international context.
- ▶ 2009 Statement of the American Psychological Association Before the U.S. Senate Committee on the Judiciary: Subcommittee on Human Rights and the Law on Human Rights at Home

Though it is evident that these resolutions and actions are related to the UN CRC, what is needed in all future APA actions is the explicit statement that they are framed by APA policy in support of the CRC.

Judith Van Hoorn can be contacted at: [jvanhoorn@pacific.edu](mailto:jvanhoorn@pacific.edu)

# Exploring Child Abuse in the Context of Developing Nations

*Jennifer M. Costillo, Azusa Pacific University*

Although we will always have further to go (e.g., services for children in military families, as described by Judith Van Hoorn and Diane E. Levin in the next article), we have seen marked improvement in the services provided for children in the United States. This, however, is not often the case in many developing countries. This paper will address the treatment of children in a small village in Rwanda. The author's research is highlighted, as well as recent published articles on abuse, particularly related to attachment and trauma. The author concludes by exploring the challenges when investigating the topic of child abuse outside one's own context.

In the United States, 905,000 children in 2006 were determined as victims of abuse or neglect (U.S. Department of Health and Human Services, 2008), representing approximately one percent of the total child population. This one percent stands in sharp contrast to the amount of estimated child abuse in a Rwandan village in July 2008 conducted by the author.

The study took place in a small village located within 25 miles of Rwanda's capital, Kigali, and included a group of community parents, volunteers affiliated with a non-governmental organization (NGO) assisting with the project, village leaders, and religious leaders, with a total of 41 participants. The study was carried out with adherence to international ethical guidelines. Prior to collecting the information, the informed consent document was read aloud to all group participants in order to take into account illiterate members; signatures were obtained when each participant met one-on-one with a local research assistant in order to ask any questions.

Although the author originally intended to audio record each focus group, as is typical within qualitative research, the researcher's Rwandan liaison from the international NGO sponsoring the investigation suggested that the interviews not be taped in order to reduce undue participant suspicion. Because of Rwanda's history, Rwandans tend to be

keenly aware of the potential for information to be used against them (Dallaire, 2003; Gourevitch, 1998; Rusesabagina, 2006). Hence, at least two scribes, either from the village or the affiliated NGO, were employed to write down the information shared in each of the four focus groups. The sessions lasted approximately two and a half hours. In order to avoid influencing respondents, the researcher was briefly introduced prior to each group but for the most part remained a bystander throughout the focus group process as local villagers and the primary NGO liaison served as group facilitators.

The researcher developed ten open-ended questions, which were reviewed and approved by the affiliated NGO prior to the conduction of the study. A brief training on the questionnaire was conducted with the group of community volunteers. In addition to the ten questions posed within the focus group survey, an initial brainstorming session in which each group identified examples of child abuse was conducted in order to avoid implying a Western definition of abuse. In general, there was consistency among participants about the kinds of situations villagers labeled as abusive. These included physical abuse, sexual abuse, both rape and incest, abuse toward the unborn (e.g., mothers working too hard in the fields during pregnancy), psychological abuse between spouse and toward children, inappropriate labor tasks assigned to children such as carrying excessively heavy water containers and other goods, intellectual abuse, including not allowing children to attend school despite the family having means to send the child, and abuse tied to drug and alcohol abuse, sometimes associated with domestic violence.

The questions included in the focus groups included estimating the incidence rate of child abuse, types of child abuse witnessed or heard about, and ideas to reduce the prevalence of abuse. The estimated incidence of abuse as described in the focus groups was about 50%.

The information collected is considered to be preliminary. Additional data for this village using other measures to identify actual types

of and incidences of abuse as well as to test suggested community interventions would be important next steps. Overall, the villagers openly participated in the project and their awareness and enthusiasm related to reducing abuse within their village was clearly reflected within their responses. Some villagers even spoke of a desire to lessen abuse by talking with neighbors and fellow community members in order to educate them about abuse. The researcher was warmly welcomed into the community and received positive feedback with regard to the overall conduction of the study and the respect she demonstrated within the community. The author believes a major factor contributing to this reception and response was her intentional reliance on trusted individuals already working within the community who were affiliated with the non-governmental organization (NGO) and volunteers from within the community.

While the study is based only on impressions of a small sample of those living and working in the community, the consistency among respondents suggests that villagers, at least those who participated, are aware and concerned. Of interest is that a group of 14 lay counselors from a nearby village was also surveyed. That survey too reported an estimated 50 percent of children being abused, lending some confidence to the researcher's findings. Of course, the findings associated with the two villages should be further investigated by including participants from various villages throughout the country in order to further understand the types and prevalence of abuse, as well as the kinds of interventions that are working.

Muller, Gragtmans, and Baker (2008) describe that the "adverse effects of abuse continue into adulthood and include a wide variety of problems such as difficulty with interpersonal adjustment and relationships, poor coping strategies, substance abuse, and an increased prevalence of personality disorders, and psychiatric symptoms" (p. 80). With this in mind, one may be prompted to ask about possible future effects of child maltreat-

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ment within communities. One 38 year-old respondent, from the lay counseling group surveyed, said: "If this many of our children are being abused, Rwanda is dead." This is a drastic statement; yet, it is has merit.

The effects of abuse are well-described in the literature. From an attachment perspective, the relationship that a child has with his or her primary caregiver(s) lays the foundation from which all other relationships are formed and experienced (Muller, Gragtmans, & Baker, 2008; Stovall-McClough & Cloitre, 2006). Hence, once children have experienced abuse, a cognitive template is created that informs engagement with others. In addition, there is also the possibility that these individuals will suffer from trauma related symptoms such as poor affect regulation, hyperarousal, and intrusive re-experiencing of the event(s) (Stovall-McClough & Cloitre, 2006). According to Thomas (2005), victims of abuse may also fail to develop adequate internal self-defense mechanisms, because their primary caretaker(s) have failed to protect them, which results in low self-esteem, poor judgment, and poor abilities to problem-solve. Furthermore, there is the potential for abused children to later become abusers. Craig and Sprang (2007) explored this phenomenon and in particular, noticed that women younger than 33 who had suffered abuse, especially sexual abuse, in childhood and adulthood, were the most likely to become abusers themselves.

Troubling is the dearth of research on child abuse within developing nations. Research is needed to understand the extent of child maltreatment and for the development of national education and treatment programs to curb abuse. Pursuing this research requires asking intimate and emotionally probing questions and exploring a content area that can be emotionally exhausting for the investigator. Even with these cautions in mind, Becker-Blease and Freyd (2006) state that it is potentially unethical not to pursue research in the area of child abuse because the cost of not asking the difficult questions may far outweigh the potentially protective benefits. This kind of research is all the more critical in societies that do not yet have the resources to study the ramifications of abuse for the child victim and for the nation as a whole. Moreover, working outside of our own context creates additional layers of ethical practice in that we must develop a deep understanding of the culture within which we will be working in order to partner in a culturally appropriate and respectful way. In closing, there are certainly many challenges involved in curbing child maltreatment in various parts of the world; however, the cost of ignoring this important topic is far too great.

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Jennifer M. Costillo can be contacted at: [jcostillo@apu.edu](mailto:jcostillo@apu.edu).



# Effects of Current Wars on Young U.S. Children

Judith L. Van Hoorn, University of the Pacific, and Diane E. Levin, Wheelock College

Nearly two million children in U.S. military families have been affected by a parent's deployment to Afghanistan or Iraq. In addition, a large percentage of combat veterans return with severe and often permanent physical and psychological injuries.

More than 5,000 U.S. combatants have been killed, many of them parents with children. Of the 2.2 million U.S. service members today, 58% have family responsibilities and 40% average 2 children per household (Flake, Davis, Johnson & Middleton, 2009). More than 20% of deployed parents have experienced more than two deployments, with about half of these experiencing three or more (Glod, 2008). The current descriptions of families and the "emotional cycle of deployment" may be inadequate to describe what we call the "yo-yo" effects caused by multiple deployments and their lasting effects on children and families.

Our emphasis in this discussion is the impact on young children. The U.S. has been at war throughout the entire lives of all young children—birth through age nine—in the U.S. Almost nothing is known about what is a particularly vulnerable developmental age group: the youngest children.

Most obvious is the impact on young children whose parents who have been actively deployed in combat. Less visible is the psychological toll when all young children learn about the violence of war from the media and the people around them and the enormous fiscal impact on all young children from insufficient government spending on domestic programs. During the past several years, we have discussed critical implications for policy and practice (Levin & Van Hoorn, 2009; Van Hoorn & Levin, 2011). In this newsletter article, we highlight these three facets of the impact of war on all young children and discuss several key implications.

## Young Children in the U.S. with Parents Deployed in Military Combat

Health professionals, including psychologists, have taken the lead in writing numerous professional articles as well as resources for families; however, these reports and resources over-rely on studies of previous wars and draw heavily on general developmental research. Two recent studies underscore the need to go beyond generalities and conduct

research that examines differences among the young children themselves and their families. The preschool years are often stressful. Parental deployment is an additional and major stress for all family members. Preschool children miss their parents and may feel both responsible and abandoned. Dynamics among all family members change. Coping skills of both the deployed and stay-at-home are often compromised.

In the one study of preschool children, Chartrand, Frank, White, and Shope (2008) reported increased externalizing symptoms in young preschool children with a deployed parent compared to those non-deployed parents, as reported by both parents and child-care center staff. Several recent studies include young children's caregivers within a larger population sampled. In a comprehensive study, Gibbs, Martin, Kupper, and Johnson (2007) examined child maltreatment among Army families during combat deployment (2007). Age matters. For children 2 – 5, increased rates of maltreatment, including moderate to severe maltreatment, were significantly higher whereas rates of maltreatment rose but did not increase significantly for children under the age of two. Results from both studies raise concerns that preschool children may be particularly vulnerable and questions as to the reasons.

Although there is more research on the effects of the current wars on school-aged children and adolescents, all authors emphasize the dearth of studies that explore the effects on the growing numbers of children and families with a deployed parent. Several articles published in the past year discuss findings that have implications for future research on young children. Specifically,

- Flake, Davis, Johnson and Middleton (2009) developed psychosocial profiles of school-aged children whose parents were deployed. Parental reports identified 1 in every 3 (33/101) school aged child to be at risk for psychosocial morbidity during a wartime deployment. The most significant predictor of child psychosocial func-

tioning during wartime deployment was parental stress.

- Lester and her colleagues (2010) focused on the cycle of deployment, including actively deployed (AD) and recently returned parents as well as the at-home parent (AHC). They report that anxiety continues after a deployed parent returns. Specifically, "parental combat deployment has a cumulative effect on children that remains even after the deployed parent returns home, and that is predicted by psychological distress of both the AD and AHC parent" (p. 310).

After almost a decade of war, we know little about the effects of the current wars on young children, especially those with parents in Reserves and National Guard who live in communities across the U.S. We know nothing about effects of policies that allow multiple deployments or deployments of parents with developmentally inadequate plans for children's care. Research is needed to plan effective programs and services for all young children and their diverse families. Most importantly, we need a mandate and immediately funding for programs for all children with deployed parents and their families.

## The Media: The Impact of War in the Lives of All Young Children

The psychological effects of armed conflict on young children in the U.S. include the toll of violence portrayed in media. Media images and stories constantly portray young children in war zones. Children and family members are shown killed or injured or without shelter or food. These images challenge a child's sense of security (e.g., "Why did adults let this happen?").

Levin heard the following story from the parent of a six-year-old. When her family's car had an accident at the very moment a plane flies overhead, "Natasha" was certain that the plane dropped a bomb on her car. She knew that planes carry bombs. Like other young children who see pictures of war, "Na-

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tasha's" personal and unpredictable meaning was based on her level of development and prior experience. Her parents' adult and logical explanation that the war is "taking place far away," was ineffective in reassuring her or changing her mind.

There is considerable research on short-term and long-term effects of media violence and a multitude of policy statements by professional psychological, educational, and medical associations such as the APA. From 2001-2003, professional groups alerted the public to the need to protect young children and prevent them from viewing media coverage of this real—not pretend—violence of war. This is no longer the case. Teachers still report that young children's play scripts reflect that many are viewing graphic media news reports. But, a decade later, there are no longer public education programs, nor research, nor funding on the impact of the media and the real violence of war.

### Fiscal Impact of War on Children and Implications for Policy and Practice

In its most recent report, UNICEF ranks the U.S. as 20th out of 21 industrialized nations on a multi-factor index of children's wellbeing that includes such variables as levels of poverty, infant mortality, and education (The United Nations Children's Fund, 2007). In 2010, indicators and observations show that chil-

dren in the U.S. are faring even worse than in the 2007 report as budgets are slashed for schools, social services, and health care. To provide an illustration of official data on the cost of the wars in Iraq and Afghanistan, we quote directly from the most recently posted report for members and committees of the U.S. Congress updated by the Congressional Research Service last year (CRS, 2009):

Under these CBO projections, funding for Iraq, Afghanistan and the GWOT could total about \$1.3 trillion to about \$1.8 trillion for FY2001- FY2019 depending on the scenario.

The priority of funding the wars is one major variable that has interacted with others to slash services for children at the local, state, and national level, even when an administration does increase certain categories of funding for children's programs. Our national policies and budgets are the bottom line that reflects competing priorities and interests. It is time for us change our priorities. It is time to develop specific policies and fund programs that meet the diverse developmental and cultural needs of young children and their families.

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Judith Van Hoorn can be contacted at: [jvanhoorn@pacific.edu](mailto:jvanhoorn@pacific.edu)

Diane E. Levin can be contacted at: [dlevin@wheelock.edu](mailto:dlevin@wheelock.edu)

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ma-Focused Child Behavior Therapy (e.g., de Arellano, et al., 2005; see [www.NCTSN.org](http://www.NCTSN.org) for a summary of this approach), often used in cases of child sexual abuse and expanded to other populations of traumatized children, could be adapted to treatment of children following the earthquake in Haiti and to children traumatized by spousal conflict and violence or loss of parents (through deployment, disability, and death) due to the U.S. involvement in armed conflicts. Finally, the National Child Traumatic Stress Network is a resource for disaster preparedness to enhance the U. S. response to disasters in an effort to promote child and family resilience; those guides and materials likely could be modified for use in other countries. Future research should focus on applications of intervention approaches that have been successful in the U.S. to cultures without the (relatively) rich resources available in our country. Dissemination and implementation in resource-poor countries

could present unique challenges. Research is also needed to understand resilience among children who experience and are exposed to violence—what factors protect or buffer children from the host of negative outcomes associated with family and cultural violence and natural disasters? This research is emerging, but should be accelerated and expanded to groups of children outside the U.S.

The mission of the Section on Child Maltreatment is, in part, to "...advance scientific inquiry, training and professional practice in the area of child maltreatment as a means of promoting the well-being, health, and mental health of children, youth, and families." That is certainly consistent with Division 48's advocacy efforts related to U. S. ratification of the Convention on the Rights of Children. Considering child maltreatment from a human rights perspective offers an opportunity to collaborate and commu-

nicate outside artificial "silos" of APA Divisions. It would be beneficial for Division 48 and the Section on Child Maltreatment (and other APA Divisions) to connect and integrate our common agendas. The Executive Committee of the Section looks forward to seeking ways to make those connections over the next several years.

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Mary Haskett can be contacted at: [Mary\\_Haskett@ncsu.edu](mailto:Mary_Haskett@ncsu.edu)

# The Effects of Spousal Conflict Management Style, Support and Negativity on Young Children's Social Competence

Michael Van Slyck, South University, Marilyn Stern, Virginia Commonwealth University,  
& Sara K. Moritzen, State University of New York at Albany

Parents are usually young children's primary source of learning experiences, and an important influence on a child's social adjustment. Social modeling is one of the most powerful modes of learning (Bandura, 1986), and children's peer adjustment may reflect what they see in their parents' marital relationship. Interestingly, observing children's play, Katz and Gottman (1994) concluded, "[T]he quality of the peer interaction more closely resembles that of the marital interaction than of the parent-child interaction" (p. 67).

One of the most important areas of social interaction which modeling may impact is that of the management of interpersonal conflict. Research suggests that children's behavior may not reflect the frequency or intensity of spousal conflict so much as the quality of behaviors used in response to the conflict (Cummings & Watson, 1999). Katz and Gottman (1994) identified two sets of behaviors used by couples in conflict. Hot and positive couples confront rather than avoid conflict, make frequent eye contact, focus on the problem, are clear about boundaries, interject positive comments and display positive feelings toward each other while engaged in an argument. Cool and withdrawn couples, on the other hand, tend to engage in less proactive conflict management behaviors, instead avoiding or withdrawing from the conflict.

In their studies, children's problematic behaviors were closely associated with parents' spousal interactions. The level of hostility in the parents' conflict predicted children's externalizing behaviors as reported by teachers. The level of withdrawal in parents' conflict predicted teacher-reported anxiety and social isolation. Longitudinal studies show that parents' conflict management styles have a long term effect on children's adjustment and behavior, specifically on their academic achievement and the quality of their peer interactions (Katz & Gottman, 1995).

To broaden the examination of this issue we invoked models of conflict management from what is characterized as main stream social conflict theory (e.g., Rubin, Pruitt, & Kim, 1994). Based on these models and on Katz and Gottman's (1994, 1995) work, we differentiated positive conflict resolution (PCR) from negative conflict resolution (NCR) behaviors. PCR tactics included integrating (negotiating and problem solving) and compromising. NCR tactics included accommodating (acknowledging another's authority and attempting to please that person), avoiding (disengaging, distracting, and withdrawing), and contending (using legitimate authority, illegitimate force, or coercion; Rahim, 1985). To reflect the hot versus cool distinction in Katz and Gottman's (1993, 1994) typology, we also investigated spousal support (Katz, Beach, & Anderson, 1993) and negativity (Finch, Okun, Pool, & Ruehlman, 1999).

We predicted that children exposed to marital conflicts in which their parents used relatively more positive conflict tactics and fewer negative tactics to resolve their disputes would be viewed and rated as more socially competent. In addition we predicted that the marital relationships in such families would be relatively more socially supportive and relatively less emotionally negative.

## Method

We randomly selected 66 participants from a non-clinical sample made available from a larger unrelated study ( $N = 98$ ). The following instruments were employed to collect data: 1) Child Behavior Checklist (CBCL), 2) Rahim Organizational Conflict Inventory-II (ROCI-II), 3) Spouse Specific Support Scale, 4) Test of Negative Social Exchange-Revised, and 5) A Demographic questionnaire. The procedure for collecting data was a snowball sampling used to solicit women for a study concerning "family relations."

## Results

Among the demographic variables, only years married was significantly related to children's social competence on the CBCL,  $r = -.33$ ,  $p < .01$ . Hierarchical multiple regression was used to examine the predictive power of four sets of variables: (a) years married, (b) social support and negativity (c) positive conflict resolution style (ROCI-II integrating and compromising), and (d) negative conflict resolution style (ROCI-II obliging, avoiding, and dominating). At each step, the significance of the F test was examined with  $\alpha = .05$ . (b, c, & d are "sets," but a is a single variable). The hierarchical regression was significant,  $F(3,62) = 6.62$ ,  $p < .01$ , and accounted for 24% of the variance, and as hypothesized, greater support, and less negativity, were associated with greater social competence. When the positive and negative sets of conflict behaviors were added, 28% of the variance in social competence was accounted for, and both equations were significant.

## Discussion

The results underscore the point that the existence of conflict per se in marriage is not necessarily a negative factor in children's social adjustment. Rather it is the quality of the relationship in which the conflict arises as well as how the conflict is addresses, and these two factors of course interact. A significant 28% of the variance in young children's social competence was accounted for by spouses' conflict management style (Rahim, 1985, 1987), social support (Katz et al., 1996), and negativity (Finch et al., 1999), as well as one demographic factor—years married. Thus it is a constellation of logically related factors which determine whether marital conflict has a detrimental effect on children's social adjustment and competence.

From a theoretical perspective, the results suggest that in Katz and Gottman's (1994) typology of spousal conflict behaviors, the hot

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and positive versus cool and withdrawn types, are based in an affective dimension which is the source of approaches to conflict management and in turn is strengthened as the dominant dimension by the use of specific conflict management styles. A supportive relationship where problem solving (supportive in nature) is used, will enhance the overall sense of marital support. The use in a negative environment of a contentious approach to conflict will necessarily increase overall negativity. Thereafter, in their own social worlds, children are likely to mimic this constellation of the positive or negative emotional tone and the related overt conflict management behaviors of their parents' interactions to manage the conflict in their lives, with better or worse social adjustment.

The results of this study should be of use to those who work with families in the way they think about and approach marital conflict, especially in terms of the potential impact on the children exposed to their attitudes and action. Finally the results support the development of training to teach couples positive management skills, where there is

spousal conflict, as a basis for understanding the dynamics of the conflicts they confront and the behavior they use to confront them. In addition this type of information may well be used as an educational tool—shared with parents—to help them understand the consequences of how their attitudes and actions toward the issue of conflict with each other can and will impact the ways in which their children will deal with conflict with their peers.

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Michael R. Van Slyck can be contacted at [mvanslyck@southuniversity.edu](mailto:mvanslyck@southuniversity.edu)

## Remarks about Child Maltreatment

Mary Haskett, North Carolina State University

As a researcher and advocate in the field of child abuse and President-Elect of the Section on Child Maltreatment (Division 37: Society for Child and Family Practice), I was invited to comment on the papers presented in Part II of Division 48's symposia on Advocating for Children's Rights. One purpose of the session was to inform and empower members of APA to take action regarding issues of conflict and violence involving children. As I read the papers and listened to the presenters, I was struck by the myriad of ways in which children can become victims of violence, not only through child abuse (Costillo & Williams) or witnessing family conflict (Van Slyck, Stern, & Moritzen), but indirectly through armed conflict (Van Hoorn & Levin). The scope of potential forces of violence against children is striking. Clearly, forms of violence involving children can occur (and often co-occur) at multiple levels of a social ecological model—child abuse and intimate partner violence at the family level; woefully inadequate commu-

nity resources and support following disasters at the local level; cultural acceptance of war and violence in the larger international community; and ultimately, insufficient political will to support children's fundamental human rights at the global level (i.e., continued failure of the U.S. to ratify the Convention on the Rights of Children). From a cumulative-risks perspective, the number and potential accumulation of sources of violence against children is staggering.

Historically, researchers in the field of child maltreatment have held a relatively narrow view of maltreatment restricted to cases of parental abuse or neglect recognized by the child welfare system and occurring within families. The collection of papers published here encourages a broader definition of maltreatment and issues a call for child maltreatment investigators and clinicians to apply research methods and treatment approaches to address additional populations of children at risk for harm and compromised mental health

investigators have begun to expand our focus. To illustrate, Cindy Perrin, President of the Section on Child Maltreatment, sponsored a symposium on the topic of child trafficking at APA this past August.

With creative thinking and dedication, the findings of researchers in the field of child maltreatment could be (and have been!) applied to groups beyond children abused and neglected by caregivers. Research in the area of child abuse prevention and intervention, in particular, has relevance for the issues addressed in these papers. Effective child abuse prevention programs could be modified to meet the needs of families in Rwanda. For example, Triple P, an empirically-supported child abuse prevention program implemented at the community level has shown positive effects in the U.S. (Prinz, Sanders, Shapiro, Whitaker, & Lutzker, 2009) and could be adapted to the unique Rwandan culture. Trau-

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## Div. 48 APA Council Representative Spring/Summer 2011 Report

*Kathleen H. Dockett, University of the District of Columbia*

My first report as your Council representative highlights aspects of the February 2011 APA Council of Representatives meeting which are of particular relevance to the Society for the Study of Peace, Conflict, and Violence. To begin I would like to call attention to two aspects of APA's vision statement which are especially germane to Peace Society's values and goals. "The American Psychological Association aspires to excel as a valuable, effective and influential organization advancing psychology as a science, serving as: (1) a principle leader and global partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal, and global challenges in diverse, multicultural and international contexts; and (2) an effective champion of the application of psychology to promote human rights, health, well being and dignity" (COR Agenda Booklet, p. A1). These values are reflected in a number of initiatives and actions taken by the Council in the Spring 2011 session.

### APA 2011 Presidential Initiatives

APA President Melba J. T. Vasquez identified seven initiatives of her presidency which include three task forces on immigration; reducing discrimination and enhancing diversity; addressing educational disparities. All three focus on solutions to problems of discrimination and social injustice. Given their significance to Peace Psychology's long range goals, each is briefly described below. Other initiatives target the promotion of COR policies and projects on psychotherapy effectiveness and the development of a task force on guidelines for telepsychology. Lastly a Self-Care initiative was identified.

The APA Presidential Task Force on Immigration, chaired by Carola Suarez-Prozco PhD, will review the literature and report the psychological factors related to the mental and behavioral health needs of immigrants across the lifespan. They will also examine the effects of acculturation, prejudice, and discrimination and immigration policy on individuals, families, and society. The goal is to inform immigration policy at the

state and federal levels. Last summer, Peace Society member Albert Valencia was appointed to the APA Presidential Task Force Committee in recognition of his expertise. Albert is an active member of Division 48 having served most recently as APA Council Representative.

Our Division 48 also has a new Task Force on Immigration that works collaboratively with the Presidential Task Force, where Albert also serves as our liaison. Our Task Force is composed of peace psychologists with extensive expertise whose work includes clinical practice, research, advocacy and action, teaching, expert testimony, education, etc. It includes Division members Suzana Adams, Adrienne Aron, Corann Okorodudu, Albert Valencia; invited expert consultants Louise Baca and Graciela Orozco; Judy Van Hoom (convener) and Kathleen Dockett (co-convener of the Ethnicity and Peace Working Group).

The APA Presidential Task Force on Preventing Discrimination and Promoting Diversity, led by James Jones, PhD, will review the social psychology literature on the causes of bias, prejudice, stereotypes, and discrimination against all types of marginalized groups for the purpose of identifying and promoting preventive interventions.

The APA Presidential Task Force on Educational Disparities, chaired by Steve Quintana, PhD, will develop strategies from psychological science to reduce educational disparities. It will address questions such as: What does psychology have to say and offer about addressing the impact of educational disparities, especially on poor and racial/ethnic minority students? What are the sources of the educational gaps?

### Continued Diversity Training for APA Governance Members

Consistent with APA values, Council affirmed its support for continued diversity training of APA governance members, as recommended by President Goodheart's Working Group on Diversity Training in August 2010. Training for the February 2011 Council members

focused on "Immigration and Immigrants." Further, Council approved an increase from \$3,000 to \$10,000 in the 2011 draft budget to provide funds for diversity training of both the Council and Consolidated Meetings. The Committee on Structure and Function was directed to create an evaluation plan to assess the impact of training. Your Council representative provided names of experts in our field in multicultural competency and diversity training impact to the Chair of that committee. This Council action reflects the shared commitment of APA to foster understanding of and inclusion of various identity groups in its workplace. APA's goal here is to run more effectively and create an inclusive environment which encourages all persons to contribute their best at the individual and organizational level. These goals are congruent with the long range planning goals of Division 48 Peace Psychology.

### Action to Increase Ethnic Minority Representation on Council Postponed

A proposal to provide seats on the Council for representatives for the four ethnic minority psychological associations (EMPA) was postponed, to be raised at the August 2011 Council meeting. Three of the four EMPA are now represented on the Council by appointed non-voting delegates; ABPsi (The Association of Black Psychologists) is represented by a non-voting Observer to Council. The issue leading to postponement was how delegates will be selected by their respective organization. The existing APA procedure is that only APA members in the such organizations (e.g., Divisions, SPTAs ) vote for their Council Representative. However this may not fit with the cultural practices of some of the EMPA (e.g., The Society of Indian Psychologists is administered by a Council of Elders who may not all be members of APA). Discussion between the Board of Directors and the four organizations will continue. Following a successful COR vote in August 2011, a Bylaws amendment ballot may be resubmitted a third time to the general membership.

## Background of Efforts to Increase Ethnic Minority Representation

At the Peace Society's mid-winter meeting January 2011, the Executive Committee voted to support the seating of the four EMPA and to encourage its members to do the same. In preparation for the fall vote, the following section summarizes and quotes a Committee on Ethnic Minority Affairs (CEMA, 2011) memorandum which highlighted the history and major issues surrounding efforts to provide voting seats on Council for the four national EMPAs.

- ▶ "APA Council of Representatives has been nearly unanimous in its support of the Bylaws amendment to provide EM voting seats in the past."
- ▶ "Increasing diversity in APA membership and governance is an APA priority."
- ▶ "APA's vision statement emphasizes its desire to serve "as a primary resource for all psychologists and an effective champion of the application of psychology to promote human rights, health, well being and dignity."
- ▶ "Including representatives from the EMPA on Council allows us to incorporate the perspectives of those groups who historically have been marginalized within the APA and whose research and practice is designed to promote inclusion and excellence in psychological education, science and practice, and human rights and dignity."
- ▶ "The EMPA missions include advancement of psychological science, practice, and education."
- ▶ "The seats for the four EMPAs are added to the current 162 seats on Council and will not affect the current structure of the apportionment balloting systems. Each of the 54 Divisions, 50 U.S States, 6 Canadian provinces, and 4 US territories has a voting seat on the APA Council every year (total of 114). The 10 apportionment votes that all APA full members are allowed to distribute are for the additional 48 seats left of the 162 seats on the Council. The four national EMPAs' seats would add 4 seats to the total, for a total of 166, and would not be part of the apportionment system.

The current allocation of seats would not be affected."

- ▶ Nobody loses; everyone gains, diversity of perspectives is increased, and the unique perspectives and contributions the EMPAs can bring enrich our continuing and future development as an organization of all psychologists.
- ▶ A 2/3 plurality is required to pass a Bylaw amendment. The amendment was only defeated by 177 and 129 votes in 2007 and 2008, respectfully. Only about 12% of eligible APA members cast votes in 2008. However this year the Committee on Ethnic Minority Affairs (CEMA) with the Council of Representatives support is prepared to launch a "get out the vote grassroots campaign to educate about the initiative and the importance of voting."

## Annual Member Dues Reduced

Doctoral-level members of APA will have their dues reduced by \$40 next year as a result of action recommended by APA's Membership Board and passed by the Council of Representatives (COR). Council also recommended approval of changes to the current eligibility requirements for life status members. The dues reduction, from the current 287 to \$247 beginning in 2012, reflects a revision in the overall APA dues schedule, moving away from discounts for specific constituency group toward discounted rate for all full members. Reduction in Canadian dues was a contentious issue and postponed for further study. As changes in dues require amendments to the Association Rules and Bylaws, they will be voted on by the full membership this fall.

## BEA Task Force on Classroom Violence Directed Against K-12 Teachers

Council voted to receive the Report of BEA Task Force on Classroom Violence Directed Against K-12 Teachers, Understanding and Preventing Violence Directed Against Teachers: Recommendations for a National Research, Practice and Policy Agenda. The task force reviewed the extant literature on the prevalence of violence, intimidation and bullying directed toward elementary and secondary teachers in the United States, and translated that psychological science into an accessible web resource for teachers. The full

report is available from <http://www.apa.org/ed/schools/coalition/teachers-needs.pdf>

## Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients

Council adopted as APA policy the Guidelines for Psychological practice with Lesbian, Gay, and Bisexual Clients. Electronic and hard copies are available upon request from Clinton Anderson of the Public Interest Directorate ([canderson@apa.org/pi/](mailto:canderson@apa.org/pi/)).

## Other Actions

- ▶ Council adopted six new or revised practice guidelines, three of which are in areas of concern to Peace Psychology. These three include psychological evaluations in child protection matters; assessment of and intervention with people with disabilities; and psychological practice with lesbian, gay and bisexual clients (see above).
- ▶ The Good Governance Project, co-chaired by Sandy Shullman and Ron Rozensky, is a 15 member Task Force to address issues to ready APA governance for future effectiveness. The project will engage in a year long process of information gathering with broad input from communities of interest and stakeholders.
- ▶ A global climate change resolution was adopted by Council, affirming APA's recognition of the importance of the psychological aspects of the way humans relate to the environment and supporting psychologists' involvement in research, education and community interventions in improving public understanding of global climate change impacts and ways in which psychology can help mitigate those impacts. An expected outcome of this resolution is "a public statement announcing psychology's affirmation the science of global climate and highlighting the human and psychological impacts of global climate change" (COR Agenda Book, February 2010, p. 351).
- ▶ Best Practice Guidelines on Prevention, Practice, Research, Training and Social Advocacy for Psychologists. This pending business item was introduced in August 2008 and currently seeks review and approval. It is expected to return to COR on or before February 2012. I have included this item in the Peace Psychology COR Report because it is directly related to priorities that APA and

Peace Psychology share in common. Namely,

- ▶ Promoting the discipline's capacity to address societal behavior problems (e.g., violence, warfare, gangs) through its research, training, practice, and advocacy positions;
- ▶ Promoting diversity in all aspects of the profession of psychology because the guidelines incorporate diversity issues framework; and
- ▶ Promoting human welfare through social justice research, practice, policy, and/or education. The crux of the guidelines designed to increase the professions' capacity and efficacy in prevention research, practice, and training designed to address critical societal issues resulting in large part from social inequalities due to issues such as poverty, racism, poor education, limited resources, etc.

## New Tools and Web-based Products for Practitioners, Educators, and Researchers

To expand major sources of APA revenue and to facilitate psychological research, clinical training, and responsiveness to market demand for psychological content and new delivery channels, a host of new web-based products are being made available. Peace Psychology should consider submitting its DVD "Peace Pioneers" for inclusion in PsycNET/PsycVIDEO. Of interest to most psychologists regardless of specialization, these tools include:

- ▶ PsycLINK@APA.org, the APA practice wiki, an online resource for information sharing and collaboration among psychologist, and PsycOUTCOMES: Measures for Practice, initiated by the APA 2010 President Carol Goodheart's Task Force on Advancing Practice. The launch of PsycLINK is a result of the work of the Task Force, whose report was approved by Council. Visit the wiki at <http://psycLink.apa.org/display/ITS/PsycLINK+-+The+Practice+Wiki>. Request a password from [jfriend@apa.org](mailto:jfriend@apa.org). PsycOUTCOMES is not yet live but can be located at My APA at [apa.org](http://apa.org).
- ▶ A web-based Family Caregiver Briefcase for psychologists and members of the public on care-giving issues was created by the

APA President Carol Goodheart's 2009 Presidential Task Force on Caregiving whose report was approved by Council. See the web-based briefcase at <http://www.apa.org/pi/about/publications/caregivers/index.aspx>.

- ▶ Two well known data bases: PsycINFO and PsycARTICLES plus the new PsycNET which includes three additional data bases (PsycBOOKS, PsycCRITIQUES, and Psyc EXTRA) are all on one platform with cross search ability.

- ▶ PsycNET will also include a host of additional products including: PsycVIDEO with therapy demonstrations to facilitate training; PsycTEST, a Test Database with related citations, review articles, reliability articles and applications, to facilitate research; PsycNET Mobile for mobile devices including iPhone, Ipad, Android, and Blackberry; and more.

- ▶ PsycAPP has been released for all APA Journals. More APPs coming free soon.

### References

Committee on Ethnic Minority Affairs (CEMA) (2011, February 15). Memorandum to APA Council of Representatives on Proposed Amendments to Provide a Voting Seat on Council for Each of the Four National Ethnic Minority Psychological Associations.

Kathleen H. Dockett can be contacted at: [kdockett@udc.edu](mailto:kdockett@udc.edu).

## PEACE AND EDUCATION WORKING GROUP REPORT

*Linden Nelson  
Working Group Chairperson*

In order to encourage instruction about the psychology of peace, conflict, and violence in colleges and universities, the working group took on a project to significantly increase the resources for college teaching that are available in the Peace Psychology Resource Project on the Div. 48 Website. New materials have been reviewed with the help of twelve working group members who volunteered their service. These resources will be added as soon as the new Div. 48 Website is launched this summer. The materials approved by reviewers include twelve syllabi for courses on peace

psychology, conflict resolution, peace education, and the psychology of peace, conflict, and violence. There will also be two PowerPoint presentations on conflict resolution and one on student activism projects. Another useful item is a reference and resources list on peace psychology and terrorism. Finally, there is a detailed course outline on peace psychology with references and fourteen PowerPoint presentations that may be used to illustrate points on the outline. As additional materials are approved by reviewers, they will be placed on the Website. We thank all of the Div. 48 members who allowed us to use their teaching materials and the working group members who served as reviewers.

Another continuing project involves development of a directory of peace psychology courses. The directory is divided into two lists: one list of courses that include both the words "peace" and "psychology" in the course title, and one list of all the other courses identified as including peace psychology content. There are now over 20 courses in the first list and over 40 courses in the second list. Each entry in the directory includes the course title, teacher's name, name and location of the university/college where the course is/was taught, and the e-mail address for the teacher or other contact person.

The Peace Education Listserv is an ongoing project of the working group. The 125 members of the listserv receive an average of 3-4 messages per month concerning peace education resources and events and announcements about projects of the working group. The listserv includes Div. 48 and Psychologist for Social Responsibility members interested in peace education as well as about a dozen others who have asked to be on the list.

A symposium proposal for the 2011 APA Convention titled "Meeting the Challenges of Teaching Nonviolence and Peace Psychology" was submitted by work group member Christine Hansvick. Work group members will describe our Peace Psychology Resource Project as well as other resources and ideas for teaching about peace and conflict. You are welcome to contact me concerning any of these projects.

Linden Nelson can be contacted at: [llnelson@calpoly.edu](mailto:llnelson@calpoly.edu).



## REPORT OF THE ETHNICITY AND PEACE WORKING GROUP

*Co-Chairs Kathleen Dockett and Judith Van Hoorn*

Within the past year, the Ethnicity and Peace Working Group (E & P WG) has been restructured into a dynamic organizational unit and achieved a number of significant outcomes. These accomplishments include:

### Re-establishment and Clarification of the Group's Mission

The Ethnicity and Peace Working Group is a separate and unique WG that “works to increase understanding of the links between peace and ethnic conflict and to build ethnic and minority perspectives into the activities of the division.” The Ethnicity & Peace Working Group embraces the pillars of our Peace Society and is directly related to three of the Society’s long range goals. The separate and distinct existence of this WG signals to our membership and to APA the critical role of ethnicity and multicultural issues in peace psychology.

### Membership Established

Co-Chairs: Kathleen Dockett and Judith Van Hoorn

Current Members: Corann Okorodudu, Deborah Ragin, Shahin Sakhi, Ethel Tobach,

To join, interested society members are invited to submit a one page letter to the Working Group Co-Chairs that summarizes their particular interests/scholarship/practice germane to ethnicity and peace concerns (kdockett@aol.com and jvanhoorn@pacific.edu).

### Initiatives

#### Compendium of Society Work Related to Ethnicity and Peace

We are in the process of developing a compendium of examples of what division members have done and are doing this year that relates to ethnicity and peace. The product of this work will be used to (a) illustrate our current involvement in this topic; (b) convey the focus of the Working Group (WG); and (c) attract members to join it. It can be posted on the website and 48 listservs as an on-going recruitment tool. Please send any contributions you have to the WG co-chairs.

## Task Force on Immigration and Arizona State Bill 1070

The new Task Force on Immigration is composed of peace psychologists with extensive expertise whose work includes clinical practice, research, advocacy and action, teaching, expert testimony, education, etc. Additional information follows this report.

Division-level Task Force on the Psychological and Humanitarian Issues in the Israel-Egypt Blockade of Gaza and the Broader Israeli-Palestinian conflict

This Task Force (TF) has been redefined as Division-level in order to acknowledge and invite the participation of other 48 Working Groups (i.e., Conflict Resolution, Globalization, Structural Violence and Disarmament) involved in the analysis of violent intractable multilayered conflicts. The Society shall finalize the charge of the TF, appoint a chair(s), and solicit members.

Responding to a “Call,” nine nominations have been received and are currently under review by a Nominations Committee which is expected to make appointment recommendations by early April. Kathleen Dockett is continuing to serve as interim chair to facilitate full implementation.

- Initiation of Dialogue Series at APA 2010 Convention: Facilitated Discussion: Quest for Peace in Israel, Gaza, and the West Bank: What might peace psychology contribute?
- Publication of Article in Fall/Winter 2010 Peace Psychology Newsletter entitled “Difficult Dialogues” A Facilitated Discussion: Quest for Peace in Israel, Gaza, and the West Bank: What Might Peace Psychology Contribute?
- Invited Symposium at APA 2011 Convention: The Israeli-Palestinian Conflict: Potential Psychological Contributions to Resolution, Reconciliation, and Peace-Building. The symposium description appears on page 35.

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

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

## ETHNICITY AND PEACE WORKING GROUP

### Task Force on Immigration Report

*Judith Van Hoorn*

Throughout U.S. history, immigrant and refugee populations have encountered ongoing direct, physical and psychological violence as well as structural violence ranging from exclusion acts to economic discrimination. Implementation of anti-immigrant laws in Arizona and proposed legislation in other states are evidence of the urgency of the current crisis. Again we witness how issues regarding ethnicity and race relate to perceptions of and political and personal responses to immigration. In response, there have also been concerted efforts to mitigate violence and promote peace, organized by political, professional, and religious groups, artists, etc. as well as by immigrant groups struggling for justice.

Peace psychology has much to contribute to understanding and responding to the varied and complex issues regarding immigration. The new Task Force on Immigration is composed of peace psychologists with extensive expertise whose work includes clinical practice, research, advocacy and action, teaching, expert testimony, education, etc. The Task Force includes Division members Suzana Adams (see below), Adrienne Aron, Corann Okorodudu, Albert Valencia; invited expert consultants Louise Baca and Graciela Orozco; Judy Van Hoorn (convener) and Kathleen Dockett (co-convener of the Ethnicity and Peace Working Group).

This summer, in recognition of his expertise in this area, Albert Valencia was appointed to the APA Presidential Task Force Committee. Consequently, he participates in our Division Task Force as a liaison. Albert has been an active Division 48 member for many years—as convention program chair, secretary, and, most recently, as APA Council Representative.

The first task of the Division 48 TF on Immigration has been to review and contribute to the draft of the 2010 APA Presidential Task Force Report on Immigration, scheduled for APA Council action in August, 2011. The goal of the Report is to present up-to-date, evidence-based information and recommenda-

tions that can serve as the impetus for strong and immediate APA advocacy at all levels as well as impact the level of cultural competency in the daily work of all psychologists—the majority of psychologists in the U.S. work directly or indirectly with immigrant populations.

We urge and will work toward an increased sustained focus on immigration issues within the Division, including division responses to the crisis in Arizona and elsewhere. We are already working to implement and sustain coordinated efforts of other Divisions and SPTAs and their members to serve immigrant populations through advocacy, research, and practice in communities, schools, therapeutic, and governmental settings.

As we write this short article in late March, we are in the process of coordinating our group review of the 200 page draft that includes overall recommendations and provides specific suggestions of relevant references, resources, etc. The following excerpt provides a glimpse of the thread of our discussion. Task Force member Adrienne Aron recommended: “The focus [of our review] should be on our division’s special knowledge and expertise... (the) idea is to influence APA’s orientation. Thus, an opening paragraph for our report might read something like this: With regard to issues of peace and conflict, violence, and insecurity, immigrants are among the most sensitive and vulnerable members of our society. Those among them who are refugees from war or political repression constitute a subgroup who are likely to have suffered psychological trauma before immigrating, but even those who left their homelands voluntarily and with optimism toward a future in the United States are at risk of psychological hardship after arriving. Compounding the ordinary family and adjustment problems affecting anyone moving from one environment to another, are several other challenges that immigrants face, making it more difficult for them to achieve a satisfactory adjustment in the new culture.”

We include the following profile to introduce Immigration Task Force member Suzana Adams and to highlight the passionate commitment and expertise within our Division. (Additional profiles are planned for future newsletters.)

## Suzana Adams

I am very excited that the Division 48 is becoming more active on immigration. I want to contribute to positive changes. I have a doctorate in Clinical Psychology from Argosy University and am working towards licensure in Arizona. I am currently chair of the Ethnic Minority Affairs committee of the Arizona Psychological Association. Both my personal life and practical experience has been with immigrants and refugees. My dissertation looked at socio-cultural, educational, and psychological aspects of the experience of immigration for Mexican-American youth. I also co-authored a chapter on the process of immigration for Latino families affected by trauma, and a chapter in an APA book for international students.

I am Brazilian-American and immigrated to the United States 10 years ago. I was raised in Switzerland, France, Spain, England, and Brazil and studied at three different universities. In Paris, I volunteered with a Refugee Center in Paris and I met many children who were suffering from trauma. I learned that, no matter our origin, we are all multifaceted and that beyond all differences, there is an interconnection between human beings that may be a basis for positive communication and openness.

When I worked at a UN organization in Rio, I felt comfortable with the cultural mix and privileged to be able to adapt to my life so easily, yet simultaneously saw so many street children faced with no future. My volunteer work became a very crude call to change my position as a non-participating spectator.

Ironically, I am now in the US and with the perspective of Arizona Senate Bill 1070, I am volunteering with immigrant families. I am witnessing how political and personal responses to immigration are stigmatizing ethnicity and race. I will not remain a bystander.

Judith Van Hoom can be contacted at: [jvanhoom@pacific.edu](mailto:jvanhoom@pacific.edu).

## Peace and Spirituality Working Group Report

Steve Handwerker

After 14 years we are working to consolidate our efforts as a group and to take on a new name to reflect that consolidation: Peace and

Humanism Working Group. Putting the diversity of venues and achievements behind us as our wonderful foundation and building blocks, including several publications from group members and ongoing research on peace building values as well as 80 convention programs, we will now enter a new phase and will be focusing in on three key areas: Building Interfaith communication, dialogue and understanding; the area of proactively fostering peace through Conscientious Objection; and International Humanitarian Crisis Interventions—beginning with Haiti and creating paradigms through these efforts. Venues and new efforts in these areas will be announced shortly. However, if anyone in our Society has any interest in these projects please contact me and I will put you on our LISTSERV (upcoming) where activities and announcements will periodically appear. Thank you!

Steve Handwerker can be contacted at [peacewk@peacewk.org](mailto:peacewk@peacewk.org).

## The Informal Outcome Results Regarding Two Related Executive Committee Member Actions

Gregory K. Sims, Attendee at the Seattle Meeting of the EC

I was privileged to attend both the Division 48 Retreat, facilitated by Drs. Stephen Benke and Bertha Holliday from the APA Ethics Office and the following Division 48 Executive Committee meetings which took place over the Jan. 28th-30th weekend in Seattle, Washington at the Westin Hotel.

I’m writing this brief article as a non board member attendee. It was my first such involvement since our initial meeting in Boston on the occasion of our successful efforts to form the Division. And while I was very much looking forward to this occasion it was with some apprehension as there has been some evident discord, perhaps dissatisfaction with decisions that were made and actions taken. As a Committee Chair person (Personal Peace) I was aware of some of these concerns. But that is not what this brief communication is about. It is about a rather surprising result of a spontaneous action I encouraged and subsequently agreed to send to

*continued on page 35*

REPORTS, continued on page 34

the Newsletter, which I am now doing. Thus for a more detailed account of the proceedings, the reader will need to look elsewhere.

A pre-retreat survey was sent to all individuals who were planning to attend. Thirteen of us were actually present. In a number of different areas we were asked to rate the division on a one to five scale: One being "division is functioning well and is able to meet and overcome its internal challenges with relative ease." Five was: "division is unable to move forward as a collective entity at the current time to achieve its goals." There were eight responses with  $M=3.7$ . There were no number one ratings.

During the course of a rather "gritty" six hours a wide range of issues were discussed, some disheartening, others challenging yet achieving significant movement through a discussion-mediation process. The most significant quality I noticed was something a clinician would yearn for in such a large group. That was heartfelt earnest involvement.

At the end of the day I spontaneously asked the group to rate their satisfaction with the process. Everyone agreed, wrote their score on a secret ballot, all thirteen of us, with an outcome of 1.8! Clearly this was not an outcome of a testable procedure. Was it to have been my guess is that even with a low powered non parametric like Chi Square, it would have reached the .05 level.

More importantly, the division is facing challenges that demonstrate that we need to be applying our good intentions inwardly as well as for the well-being of the underserved and abused.

Gregory Sims can be contacted at: [gregory@saber.net](mailto:gregory@saber.net).

## Invited Symposium at 2011 Convention

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

The Ethnicity and Peace Working Group of the Society for the Study of Peace, Conflict and Violence (APA Division 48- Peace Psychology) is planning a formal symposium to explore a potential role for psychologists in the efforts to bring about reconciliation and to build a sustained peace. The symposium will focus on psychologists' contributions at the microsystems and macrosystems levels that might contribute to the development of a lasting resolution of the Israeli-Palestinian Conflict. More specifically, presenters at the symposium would be asked to address the following questions drawing upon the psychological and related interdisciplinary literature: What arrangements, policies, and practices (including the role of third parties) are needed to move decidedly toward ending the conflict between Israelis and Palestinians? How might existing psychological barriers be overcome in order to move toward reconciliation and healing? How might our literature in psychology aid peacebuilders in arriving at a means toward reconciliation, healing, and lasting peace between the parties involved?

Five panelists will participate in the symposium. Their expertise in working on the Israeli-Palestinian Conflict and their recognition of and empathy toward the multiple perspectives on the conflict, in spite of their particular standpoints, were the criteria used to select the participants. The panelists will address the thematic focus of the symposium by drawing upon psychological theories and practices, social science research, their own work and experiences or the work of others, historical documents, and recent developments.

Each panelist will make a 15 to 20 minute presentation. The presentations will be followed by an interactive discussion among the panelists to explore and further clarify recommendations made or connections among their presentations. The panelists and the audience will be invited to participate in a one-hour moderated discussion of the presentations following the symposium in the Society's hospitality suite.

Sponsored by the Division 48 Ethnicity and Peace Working Group

Contact: Co-chair Kathleen Dockett ([kdockett@aol.com](mailto:kdockett@aol.com))



# ANNOUNCEMENTS

## Psychotherapy, War and Peace Voices Winter Issue 2011

The whole world is festering with unhappy souls.  
The French hate the Germans, the Germans hate the Poles,  
Italians hate the Yugoslavs, south Africans hate the Dutch  
And I don't like anybody very much.

—Tom Lehrer

In a recent editorial in *Explore: the Journal of Science and Healing* (vol. 5, no. 4), psychologist John Rhead posed the surprising question that we have chosen for the topic of our Winter 2011 issue of *Voices*: Can psychotherapy help prevent war? In his article, Rhead distinguished between short-term therapy, which provides emotional balm during a crisis, and in-depth therapy, which helps people understand their own motivations and take responsibility for their previously dis-owned and split-off “shadow side.” It is the latter which might, he suggested, help achieve world peace.

So much violent conflict in the world reflects the common human impulse to band together in hatred of a demonized other. The Capulets and the Montagues, the Hatfields and the McCoys—we all have someone we love to hate. Racial hatreds and religious wars provide the nightmare stuff of our present day world. Could psychotherapists have a role to play in addressing these problems?

Can treating individuals one by one have an impact—helping them increase their capacity to integrate fear and anger, thus reducing the need to act out these emotions in war and acts of terror? Could promoting psychotherapy for world leaders make a difference? Can psychotherapy ever take place at a society-wide level, in some form such as the Truth and Reconciliation hearings in South Africa?

The value of an official public apology from one nation to another is gaining recognition as a step in healing international strife; within the past decade, Japan apologized to China and Russia apologized to Poland—both for atrocities committed during WWII. In 2009, the British Prime Minister apologized for slayings in Northern Ireland in 1972. Could a family therapist have helped these wounds heal sooner? What potential does psychotherapy hold for resolving or preventing violent international conflict?

Please send articles, poems, memoirs, case histories and artwork to editors Penelope Norton at [psynorton@aol.com](mailto:psynorton@aol.com) and Doris Jackson at [dorisj@comcast.net](mailto:dorisj@comcast.net). Electronic submissions only.

**Deadline for submission: August 15, 2011**

## New DVD: Honoring Our Pioneers in Peace Psychology

Dear colleagues in the Society for the Study of Peace, Conflict, and Violence: Peace Psychology (48) APA. We are pleased to announce that we now have available a DVD of the session: *Honoring Our Pioneers in Peace Psychology*, presented as part of programming on 8/16/08 at APA in Boston. The session has wonderful footage of Dorothy Ciarlo, M. Brewster Smith, and Herbert Kelman presenting their ideas about peace psychology, looking back and moving forward. In addition, there is footage from interviews with Doris Miller and Morton Deutsch that were carried out separately by Judy Kuriansky and Julie Levitt and presented at the session. It is a jewel, excepting the uneven camera work because the video camera presented technical problems. The session is rich with history and ideas about peace psychology that are important as we move forward as a Society and as a discipline.

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

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

## ERRATUM

In the Fall/Winter 2010 issue of the *Peace Psychology Newsletter* (Vol. 19, Number 2), M. L. Corbin Sicoli's research on the childhoods of tyrants was erroneously published under the student/early career banner. She is an Emerita Professor of psychology at Cabrini College.

# MEMBER NEWS

**EDUARDO I. DIAZ** was awarded the Stanley Milledge Award for his lifetime of commitment to civil liberties by the Greater Miami Chapter of the ACLU on January 21, 2011 at the Annual ACLU Bill of Rights Reception.



**STEVE HANDWERKER** will be participating in an Ecopsychology Roundtable Discussion which will be published in the Division 34 Environmental Psychology Journal. According to Steve, the implications for international peace work abound! Please feel free to contact Steve for a copy at [peacewk@peacewk.org](mailto:peacewk@peacewk.org) or 561-447-6700.



**JUDY KURIANSKY** was honored with the 2011 Lifetime Achievement in Global Peace and Tolerance by the Friends of the United Nations. At the awards ceremony at UN headquarters in New York January 20-21, 2011, Judy Kuriansky, an internationally acclaimed clinical psychologist, humanitarian, journalist and Main United Nations NGO representative for the International Association of Applied Psychology and the World Council of Psychotherapy, addressed the youth participants about field models in Haiti and Africa that advance the MDGs, as well as the role of youth and the importance of tolerance in such efforts. Dr. Noel Brown, President of Friends of the UN, commented that “Dr. Judy Kuriansky is the epitome of the global, responsible citizen we want all people on the planet to strive to be. For years she has tirelessly given her talent and time to causes of peace which make the world a better and more tolerant place for many.” In receiving the prestigious honor, Judy Kuriansky joins luminaries such as Dr. Michael E. DeBakey, the Honorable Mikhail Gorbachev, Melba Moore, Maestro Zubin Metha, Alanis Morissette, Kyai Haji Abdurrahman Wahid and Sergio Vieira de Mello (Posthumous) who signify what being a “Friend of the UN” means, and becomes an Ambassador for its ideals and goals.



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

Thank you.



Help seed peace.

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

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(508) 793-7259; jderivera@clarku.edu

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(814) 332-2397; jheucher@allegheny.edu

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(804) 261-1642; jgrusz@verizon.net

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(617) 534-5864; zandalco@bphc.org

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

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

**HISTORIAN/ARCHIVES**

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(314) 968-6970; woolflm@webster.edu

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rphillipsdezalia@gmail.com

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(617) 879-2307; phesse@wheelock.edu

Kathleen Kostelny, Erikson Institute (IL)  
(312) 893-7188; kkostelny@erikson.edu

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Steve Handwerker, International Assoc. for the Advancement of Human Welfare (FL)  
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(208) 792-2280; dmayton@lsc.edu

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(781) 736-8107; unger@brandeis.edu

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(212) 307-6771; DrJudyK@aol.com

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(949) 854-8841; jmarigo@cox.net

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(856) 256-4500 x3782; Okorodudu@rowan.edu

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(508) 286-3690; bnmurphy@wheatonma.edu

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(973) 655-4176; ragind@mail.montclair.edu

Kathleen Dockett (see COR)

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

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# Please Welcome the Following New Members

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

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

Craig Anderson, IA	Katie Hodges, NY
Ragota Berger, CA	Joni Jecklin, IL
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## Invite Friends to join Division 48

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

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



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

Order a "Peace is Possible" t-shirt or hat from Julie Levitt by emailing her at [julie.levitt@verizon.net](mailto:julie.levitt@verizon.net).

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



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

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

### **CHANGED YOUR EMAIL ADDRESS?**

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