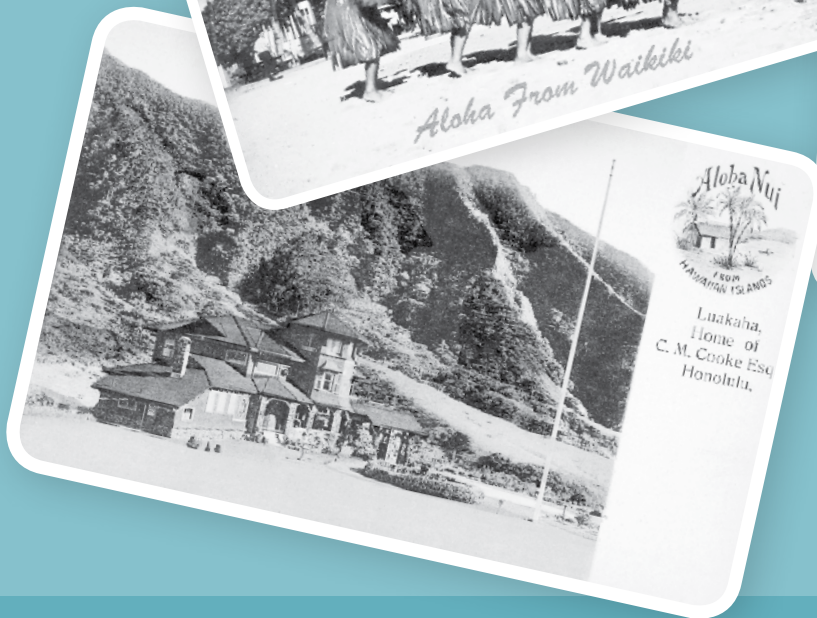


PEACE Psychology

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

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APA Convention 2013: Welcome to Hawaii



Outreach with Peace Psychology: Different Methods, Different Constituencies

From the Editor



*Michael R.
Hulsizer,
Editor*

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This issue of *Peace Psychology* begins with Division 48 President Rachel MacNair's announcement of three Presidential Task Forces related to peace psychology. One of these areas of inquiry, Military Drones, is explored further in a column by President-Elect Brad Olson and in a comprehensive article by Marc Pilisuk. I hope to publish articles related to the other Presidential Task Forces in the future. Please consider submitting a piece.

Also included in this issue are articles exploring the concept of peace psychology in other countries such as Australia (Diane Bretherton & Nikola Balvin) and the implementation of psychology concepts related to peace psychology in Chad (Neda Faregh) and the Philippines (John Paul Szura). In addition, several authors have written articles exploring what it means to be a psychologist. For example, Jean Maria Arrigo explores the role of ethics for psychologists working in the National Security field. Shahin Sakhi and Kathleen Dockett explore the intersection between peace and ethnicity among peace psychologists.

Lastly, a 2013 Hawaii APA Convention pull-out is provided to assist you navigate the many talks, posters, meetings, social hours, and opportunities to recharge your peace psychology batteries at the convention. Please make it a point to attend some of these sessions. Rebekah Phillips DeZalia has done a wonderful job with this year's convention.

I would like to thank everyone who contributed to the newsletter. I encourage you to get in touch with the authors if you want to additional information. We have a full slate of organizational reports, papers, essays, and research reports. Enjoy!

Please continue to submit your thoughts, announcements, short research reports, and essays for the next edition to the address below by September 30, 2013

Peace,

A handwritten signature in black ink, appearing to read 'M. Hulsizer'.

Michael R. Hulsizer, Editor
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2013 INITIATIVES & PRESIDENTIAL TASK FORCES

The last issue of this newsletter published a paper I wrote about the psychological aspects of an election campaign about nuclear weapons in Kansas City, Missouri, whose peculiar financial incentives for a new plant to “modernize” nuclear weapons allowed for a city-wide vote. That vote was supposed to occur in November according to when citizens petitions were turned in, but the city council delayed it until the April vote. That means the first part of my presidency has been taken up with a campaign I hoped would be completed, but it is a campaign in which the psychological dynamics are fascinating and make for a good case study (see foolish-investment.com).

One of my presidential initiatives is the project of getting us up to speed on modern technology with a program of online courses. The first step is to find an institution willing to work with us on that, to give students credit and to give faculty adequate compensation. Then students at institutions that don't offer peace psychology courses (which is most of them) would still have access. In addition, more narrowly focused courses that might not attract enough students at one institution can take advantage of the online format to get people from all over the world—adding to the diversity of the class student population. The second step will of course be to have people qualified as faculty to offer courses. We'll also list good online courses in peace psychology that are already available with information on how students can follow through.

Unfortunately, this project has been on hold while I work on the city election. I'm still expecting to get to it once the election is over, so I would still be grateful for any information about institutions that might work with us, institutions that already offer courses we could list, and our members who teach as faculty who have specific courses they'd like to offer. Please write to me at president@peacepsych.org.

Meanwhile, I have arranged to launch three presidential task forces. APA sent out a call for nominations widely, and several good candidates came in during the call. All of these task forces are focused on a research agenda—collecting the current research and empirical data, ascertaining where there is a consensus on conclusions and where there is not, and suggesting research that needs to be done in order to address those disagreements and fill gaps in the literature. Hopefully this will lead to publications that can encourage more such research to occur. Since these issues are all controversial ones, I am deliberately getting a wide range of views; after all, if everyone agrees, we may as well just have several people get together on their own to do a paper. The purpose of the task force is to have more vigorous debate among friendly people of different perspectives to get a better understanding of where the science is at this time.

Task Force 1 is examining “The Psychological Issues of Unmanned Aerial Vehicles (Weaponized Drones).” This will focus on the flying robots that kill, not the ones doing surveillance, nor the consumer drones that loom on the horizon. This is a very new field, with very little literature. We'll look at what the psychological impact is on operators of the systems, the bureaucracy, surviving victims, and special therapeutic needs. The task force email for any feedback or good literature citations or to request the full list of questions is droneTF@peacepsych.org.

Task Force 2 is investigating “The Psychological Issues of the Death Penalty.” There is already quite an extensive literature on the question of whether executions deter criminal homicide, but this will be more comprehensive: What is their impact on execution staff? Victims' families? Offenders' families? And what is the psychological impact of death row for those who live



Rachel M. MacNair, President

there? The task force email for any feedback or good literature citations or to request the full list of questions is deathpenaltyTF@peacepsych.org.

Task Force 3 is exploring “Abortion from a Peace Psychology Perspective.” The research questions are intended to be fairly comprehensive, far beyond the impact on women who've had abortions, which has been extensively studied. Impact on families and the staff who provide them are much sparser. How are domestic violence and substance abuse related, and what kind of therapeutic and screening needs might that imply? In this hotly debated area, where some believe it to be a matter of women's option and others believe it to be an act of violence against all concerned, can we as peace psychologists offer helpful conflict transformation skills? The task force email for any feedback or good literature citations or to request the full list of questions is abortionTF@peacepsych.org.

The progress on all three task forces is scheduled to be reported on in an invited symposium at the APA convention in Honolulu this year, and each one will have one hour in the hospitality suite for greater discussion.

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

Some Thoughts for the Drone Task Force

Division 48 President Rachel MacNair has created a Drone Task Force, and I very much look forward to hearing the ideas developed by this group. The topic of drones is a fitting one for our Division. It is such a pressing issue that begs for theoretical applications, particularly given that research specific to the moral implications of drones is sparse. I look forward to the independent conclusions reached by the task force, but I did want to publicly put in my two unbiased cents on aspects of drones I find interesting and important.

Drones are—I don't think there is any question—a great threat to peace in the world. The threat is a physical one but it is difficult to understand the real moral implications without focusing on the psychological threat. And this psychological component is what affords such a great opportunity for this task force.

“Physically” of course drones are designed to kill, and to do so efficiently, but all weapons are designed to kill well and “better” than their predecessors. Drones are also designed to kill more selectively, even though they still kill many civilians. But whenever I find myself considering things, such as just how “precise” the weapons are, I feel like I have fallen in a logical trap—that this is precisely the wrong conversation to be having with myself. Because, ultimately, precision is not the real issue. If taken to an extreme, if we could have the ultimate precision in such a weapon, if we could press a button and have anyone in the world who was perceived as an enemy to the U.S. and have that person automatically blown to bits, would we want such a dangerous tool? I don't think so. The precision and selective ability to kill a particular human, and only that human, without a fair and public trial is the issue.

Conversations about the skill and precision of the drones misses, I think, exactly what this task force has an opportunity to answer—questions about the “psychological” relevance of drones, to our lives and to our future.

Psychologically, what this task force has the opportunity to address, is how the drones are so dangerous because they do what they do while ultimately reducing the cries of protest, and to soften these voices of moral objection when they do arise. For many potential U.S. critics, drones seem less frightening because they do remove U.S. soldiers from danger. They seem more protective of “our own.”

To the potential targets of the U.S. government, the drones no doubt produce a horrifying sense of dread. To the citizens of the sovereign countries over which the drones fly they produce a justified sense of violation, horror, and disgust.

But for U.S. citizens, and for many potential international critics, the drones are seen as less terrorizing. No U.S. casualties; fewer civilian casualties. Even President Obama once joked:

“The Jonas Brothers are here; they're out there somewhere. Sasha and Malia are huge fans. But boys, don't get any ideas. I have two words for you, 'predator drones.' You will never see it coming.”

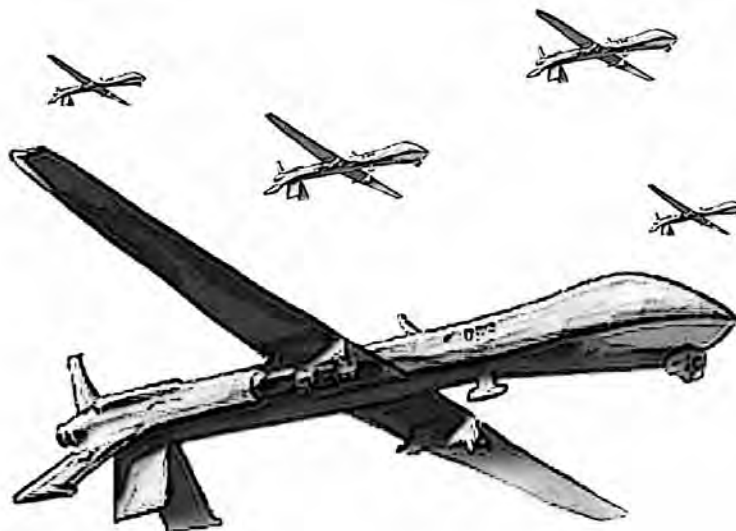


Brad Olson, President-Elect

Drones are beginning to be taken more seriously by the U.S. public, but the psychological response to drones is one of less terror, not more. And they are likely intended to be less terrifying to their operators, making those operators more likely to kill. From so many angles, the existence of drones is about muting a sense of terror—and yet that is exactly why we should be terrified of them. We cannot accept technological steps that make war easier to wage, and killing easier to conduct.

I hope the task force delves deep into a variety of issues from legal and moral ones to psychological research on deindividuation, anonymity, obedience, salience, proximity, and other laws of social impact. I hope the task force asks whether “targeted killing” is anything but a euphemism for assassination, and whether our common use of drones is the U.S. is really anything but a form of terrorism—and whether drone warfare will breed anything more than additional, retaliatory terrorism. Most of all I would like to hear about the possible influence of drone warfare on muting “protest” and how might that be its most dangerous aspect of all.

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





THE NEW FACE OF WAR THE NEW FACE OF WAR



Marc Pilisuk, Saybrook University

Major military powers are redefining their foes as factions within nations and as dispersed networks of armed groups, thus requiring capacities to fight them with asymmetrical tactics. Large fortified bases and vast armies are being replaced, or at least augmented, with a more agile set of smaller specialized units (i.e., The Lilly Pad Strategy) that rely heavily upon drones.

The drone industry produces unmanned aircraft ranging from surveillance cameras the size of an insect to the larger weaponized forms. Information from drone and other surveillance technologies, contribute to an integrated network called Trapwire. The Texas based company Strategic Forecasting, more commonly known as Stratfor, has taken the lead in developing a network of cameras and other surveillance tools, that the federal government has used to construct an impenetrable, inescapable theater of surveillance. A leaked email message from Stratfor described how the U.S. Army, Marine Corps, and Pentagon have all begun using TrapWire and are “on the system now,” as are several multi-national corporations. The lead company in both surveillance and bombing drones is General Atomics, which sold more than 430 Predator and Reaper drones to the Defense Department between 1994 and 2010. General Atomics CEO James Blue notes the company’s political capital in its rapid rise. In 2006, the company led all other corporations in financing lavish trips for lawmakers, their families and staff to countries from Turkey to Australia where it is fighting to get sales of its drones approved. Sales are now approved to countries throughout the world as well as to local cities in the U.S. where Homeland Security covers the cost. Other companies are developing models enhanced by nuclear capability. Sandia National Labs & Northrup have favorably assessed the feasibility of a nuclear-powered drone. In May 2012, NATO ended its summit by signing a \$1.7 billion deal with Northrup Grumman for its Global Hawk UAVs (unmanned aviation vehicles) to be integrated into NATO’s “Allied Ground Surveillance” system. Dangers increase as expanded nuclear weapons research on battle-

field usage begins to blur the line on acceptable levels of mass destruction. Moreover, weapon systems typically provide incentives for those lacking them. The DOD has studied drone development activities in Al-Qaeda and in the Revolutionary Armed Forces of Colombia (FARC).

The drone caucus—like the technology it promotes—is becoming increasingly important in the Nation’s capital as the government looks to unmanned vehicles to help save money, better patrol the country’s borders and provide a new tool to U.S. law enforcement agencies and civilians. Its publicly stated mission includes support of policies and budgets that promote a larger, more robust national security unmanned system capability, and recognize the urgent need to rapidly develop and deploy more Unmanned Systems in support of ongoing civil, military, and law enforcement operations. Bronstein-Moffly of The First Street Research Group, a D.C. based company that analyzes lobbying data notes, “It’s probably up there in the more powerful caucuses that sort of is not talked about...The caucus members are well placed to influence government spending and regulations.” Congressman Howard P. “Buck” McKeon (R-Calif.) co-chair of the caucus, also serves as the chairman of the House Armed Services Committee. The caucus includes eight members of the House Committee on Appropriations, the body that has substantial control over the federal government’s purse strings. Many of the drone caucus members are supported financially by the industry they endorse. The 58 drone caucus members received a total of \$2.3 million in contributions from political action committees affiliated with drone manufacturers since 2011. Furthermore, 21 members of the drone caucus represent border states. These congressmen received about \$1 million in deposits to their campaign coffers from top large drone makers in the 2010 and 2012 election cycles, according to information reported by the Center for Responsive Politics. Existing proponents of endless spending for the development of missiles to shoot down other missiles help to assure funds for unmanned vehicles. The Missile Defense

Advocacy Alliance, a non-profit educational institution which does not reveal its donors, works to educate congress and the public of the necessity for such weapons, even while essential domestic services are squeezed.

Unmanned aerial missiles have been a U.S. weapon of choice in Afghanistan where opposition from within a largely tribal society and difficult terrain have made conventional warfare extremely difficult. Secret drone strikes, however, have also been conducted in Pakistan, Yemen, and Somalia by the CIA and Joint Special Operations Command (JSOC), a Department of Defense agency. Classification and secrecy limit knowledge of who is targeted, how many, and with what consequences. Confidential leaks and off-the-record comments, both so important to democratic accountability, provide some description.

A *New York Times* report in May, 2012 based on interviews with current and former Obama advisers to President Obama described a weekly Pentagon-run videoconference—called “Terror Tuesday”—in which over 100 national security officials review PowerPoint slides bearing the names and biographies of suspected members of al-Qaeda-affiliated groups in Yemen and Somalia in order to recommend to the President additions to the military’s “kill list.” This is not the only way the U.S. targets individuals. A significant proportion of the individuals killed in drone strikes are not identified as militant leaders and therefore are unlikely to be on the “kill list.” A 2011 New America Foundation report found that just one out of seven drone attacks in Pakistan kills a “militant leader.”

A signature strike is one in which targeting occurs without knowing the precise identity of the individuals targeted. Instead, the individuals match a pre-identified “signature” of behavior that the U.S. links to militant activity or association. Being a male of fighting age and carrying a gun (which is the norm in Pakistan) can make someone a target to be counted as a combatant and not a civilian.

Continued on page 6

Since the drone program in Pakistan began, there has been an increase in deaths due to terrorist incidents, peaking at 2,500 civilians killed in 2011, according to the U.S. State Department's National Counterterrorism Center. Civilian consequences include brutal retaliations against those suspected of being informers as well as stigmatization of families as terrorists because they were targeted. Children, already scarred by war and displacement, become hysterical upon hearing the characteristic buzz of a drone. Deaths or disability of a breadwinner reverberate to desperation for women, and interference with education of young people. Radicalization of the population is ubiquitous.

Drone warfare makes responsibility for killing more difficult to trace. With unmanned drones, the decision to deploy comes from a government office and the actual strike is launched from a computer screen a continent away. Because an extremely large number of drones are in place for purposes of surveillance, some able to deliver bombs and others designed with nuclear components, acts of war now raise new questions. Is warfare to require fewer casualties from those controlling such weapons and greater casualties from the target populations? Is holding prisoners for post-conflict release a thing of the past and are assassinations without trial the new standard? Does killing remotely make the decision to do so easier? Does use by civilian entities eliminate regard for rules of engagement? Does secrecy of such operations make them less accountable to the public in whose name they are deployed?

Difficult as they issues may be, they appear but prelude to weaponry that can not only kill robotically but also make decisions to do this without the opportunity for human discretion. These future weapons, sometimes called "killer robots," would be able to choose and fire on targets without human intervention. Fully autonomous weapons, as far as we know, do not yet exist and no major powers have made public a decision to deploy them. But high-tech militaries are developing or have already deployed precursors that illustrate the push toward greater autonomy for machines on the battlefield. The U.S. is a leader in this technology. Several other countries—including China, Germany, Israel, South Korea, Russia, and the United Kingdom—have also been involved. Many experts predict that full autonomy for weapons could be achieved in 20 to 30 years, some think even sooner.

Fully autonomous weapons would undermine checks on killing of civilians and would not show human compassion for their victims. Autocratic rulers could abuse them by directing them against their own people. While replacing human troops with machines could save military lives, it could also make going to war easier and accelerate the shift of the burden of armed conflict onto civilians who could not be distinguished from soldiers. Robots could not apply the human judgment necessary to evaluate the proportionality of an attack—whether civilian harm outweighs military advantage. Holding a commander, programmer, or manufacturer legally responsible for a robot's actions presents significant challenges. This lack of accountability would undercut the ability to deter violations of international law or provide meaningful justice for victims.

The debate on drones has focused upon whether they can be used to reduce casualties of soldiers, be fitted to the recognized rules of engagement of war and be effectively limited. I believe they must raise the larger issue of whether war as an institution must be ended. Once before, the theory of deterrence was used to rescue the noble art when the atomic bomb should have ended it. Now drones make control over weapons of destruction of all sizes more difficult because of limitless numbers of players. The Joint Special Operations Command (JSOC) has evolved into what a former counterinsurgency adviser to General David Petraeus described as "an almost industrial-scale counterterrorism killing machine." One former military general described JSOC as "a parallel universe." Indeed, a world in which every person and group can be the object of continuous surveillance and can be targeted at the behest of a program designer employed as a contractor for a clandestine government agency is eerily Orwellian. If there were ever a need to insist upon the precautionary principle to save the human society we know, now is the time.

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Notes:

An earlier version of this appeared in the *Newsletter of the Peace and Justice Studies Association* with permission to resubmit.

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Preview of Challenges to Psychological Ethics in National Security Work

Jean Maria Arrigo

Recent discourse on operational psychology in national security work invites broad engagement to advance and mature the field (e.g., American Board of Police & Public Safety Psychology, 2013; Kennedy & Williams, 2011; Staal & Stephenson, 2013). Since 9/11, public attention has focused on the ethics of psychological consultation to interrogation of putative enemies. But expansion of operational psychology into counterintelligence, counterterrorism, and anti-terrorism raises new themes in psychological ethics, which I articulate here to stimulate interdisciplinary engagement on ethics of operational psychology.

Operational Psychology in Unmanageable Environments

Thus far, American Psychological Association (APA) principles regarding psychological ethics in the security sector have narrowly focused on psychologists' consultations to interrogations in *fixed facilities under U.S. military control* (e.g., American Psychological Association, 2005). But mobile U.S. intelligence teams overseas must also engage at times with local regimes where torture is customary (Brewer & Arrigo, 2011). In such circumstances U.S. intelligence agencies may even compete for favor with intelligence agencies of other nations, and interrogation ethics can seem a liability (Lefebvre & McDermott, 2008). Rendition of terror suspects to proxy foreign interrogation sites further reduces normative influence (Blakeley & Raphael, 2013). Director of National Intelligence James R. Clapper has called for behavioral scientists to assist the High-Value Detainee Intelligence Group (HIG) Mobile Interrogation Teams deployed overseas (Clapper, 2010). The ethical challenge comes home to the APA through HIG Chief of Research Susan Brandon (American Psychology-Law Society, 2012), formerly an APA Senior Scientist and a participant in the meetings of the 2005 APA Presidential Task Force on Psychological Ethics and National Security (PENS) (Arrigo, 2006).

The APA PENS Report (2005) principles for interrogation consultations also bypass ethical issues in other unmanageable en-

vironments. For example, operational psychologists are authorized to provide "remote assessments" of prospects to aid case officers in their recruitment of foreign agents abroad (Arrigo, Eidelson, & Bennett, 2012). As a risk-management protocol, the consulting psychologist has no contact with the potential agent, and ethically relevant facts of the situation are likely beyond the psychologist's purview. Remote psychological assessments, of undetermined validity, can have dire consequences for the potential agents and their families, including retribution for espionage by their own people. The crucial outcome of the remote assessment—engagement, manipulation, or disengagement of the potential agent—may occur in complex, dangerous, and ungovernable environments. Interrogation consultation in fixed U.S. facilities, with structured programs where personnel and targets potentially can be closely monitored, lies towards the manageable end of the spectrum of psychological operations. Remote assessment of potential agents and numerous other tasks of operational psychology lie at the unmanageable end of the spectrum.

Further, as the targets of psychological intervention expand to include U.S. citizens, there emerge ethical issues unrelated to interrogation and detention, such as surveillance of citizens and recruitment of civilian informants. The U.S. Enemy Alien Control Program of World War II showcased the risks, with such abuses as informers fingering competitors for personal gain (Crockett, 2002).

Worldwide Social Science Tasks for New U.S. Special Operations Teams

Profound challenges to psychological ethics arise from current plans of the U.S. Special Operations Command (U.S. SOCOM). In his March 2012 address to the U.S. Senate Armed Services Committee, U.S. SOCOM Commander Admiral William McRaven (2012) stated there are about 66,000 Special Operations personnel supporting counterterrorism operations in over 100 countries worldwide, with expectation of substantial increases over the next decade. The U.S. SOCOM mandate suggests involvement of operational psychologists for key activities. These activi-

ties include: "work with indigenous forces in support of counterterrorism operations" (p. 3); "advance ideas that discredit and defeat the appeal of violent extremism" (p. 6); provide "insight into society's beliefs, values, and motivations" (p. 8); and attach U.S. females to Special Operation Forces (SOF) units in Afghanistan, to enable "dialogue and routine interaction with the Afghan females normally isolated from exposure to male SOF personnel" (p. 8).¹ Christopher Lamb (2012) of the National Defense University similarly announced the program to the U.S. House of Representatives Armed Services Committee.

U.S. SOCOM, at Fort Bragg, NC, hosts the U.S. Army Clinical and Operational Residency Psychology Program (2013). Successful candidates for the program must be capable of passing Survival, Evasion, Resistance, and Escape (SERE) training and be authorized to work with the Special Forces community. Sophisticated communications technology though allows distant viewers to virtually accompany Special Operations Forces, so psychological consultants in offices can be readily utilized in ground operations (Lawrence Rockwood, personal communication, December 26, 2012).

Military Contract Operational Psychology

Among the less manageable contexts of operational psychology are military contract corporations, where even supervision by national security agencies may be limited legally, as well as in practice. From December 2012 to January 2013, the military contractor Booz Allen Hamilton (<http://careers.boozallen.com/key/operational-psychologist-jobs.html>) advertised four positions for "Operational Psychologist" in Fayetteville, NC, 12 miles from the U.S. SOCOM headquarters at Fort Bragg, NC. One position required "Ability to show training in interrogation and detention operations oversight." Another required a TS/SCI (Top Secret/Specially Compartmented Information) clearance. The company also recruited among APA members in the newsletter of the APA's Society for Military Psychology (Division 19) for Operational Psychologists,

Continued on page 8

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Licensed Clinical Social Workers, and Psychiatric Technicians, all with TSI/SCI clearances (*The Military Psychologist*, 2012).

Operational Psychology Hosted by Universities

For example, the U.S. Department of Defense and Yale University's School of Medicine developed preliminary plans for a \$1.8 million U.S. SOCOM Center of Excellence for Operational Neuroscience in New Haven, CT. The proposed director, psychiatrist Charles Morgan, III, had served as member of the CIA's Behavioral Science Staff (APA, 2004) and as an operational advisor to the U.S. Army Asymmetric Warfare Group in Afghanistan in 2011 (Morgan, 2013). His work is well integrated with operational psychology (e.g., Kennedy & Zilmer, 2012). The principal objectives of the Center were "to improve the quality of military intelligence" (Stillman, 2013) and "sustain military performance" (Charles Morgan, personal communication, February 15, 2013). To these ends, the Center intended to train Special Forces on site.

After public opposition to the Center by community and university factions, the Department of Defense and Yale University denied intentions to follow through with plans for the Center (Eidelson, 2013). The Yale Provost pointed to the university's prohibition on classified research (Bass, 2013). The Faculty Handbook unequivocally states:

The University does not conduct or permit its faculty to conduct secret or classified research. This policy arises from concern about the impact of such restrictions on two of the University's essential purposes: to impart knowledge and to enlarge humanity's store of knowledge. Both are clearly inhibited when open publication, free discussion, or access to research are limited (Yale University, 2010, XX C. 1. b.)

The office of Public Affairs & Communications (2013), however, clarified that Morgan was a voluntary faculty member in the Yale School of Medicine. Like numerous other voluntary and adjunct affiliated faculty at the School, he was "not required to disclose research that he is not conducting on Yale's behalf." From an historical perspective though (e.g., United States Senate, 1977), Morgan's specific program of research is less important than the establishment of a Center for Excellence in Operational Neuroscience that could serve as a covert channel between the Yale

School of Medicine and the U.S. national security system. This episode illustrates one of the mechanisms by which academic and research institutions can simultaneously accept and reject operational behavioral sciences.

Congressional Authorization for Selective Conscription of Health Care Personnel

Potentially, any clinical psychologist age 44 years or younger could be conscripted for a position in operational psychology. In 1987, Congress authorized the Selective Service Health Care Personnel Delivery System (HCPDS) for congressional conscription of male and female health professionals, aged 20 to 44, specifically designating clinical psychologists. The rationale was that the U.S. cannot fight a war without health professionals and the numbers of volunteers are inadequate to meet a national emergency (Selective Service System, 1989). Under this law, health professionals are presumed to meet medical requirements of induction if they are already functioning in their profession.

The Selective Service System referred to informal discussions about the law with several healthcare associations and it planned additional discussions. Wary physicians have drawn attention to the implications of the Selective Service Health Care Personnel Delivery System (e.g., Boyd, Himmelstein, Lasser, et al., 2007), and in 2004 the American Medical Association voted to monitor Selective Service developments (Kaiser Health News, 2004). But psychologists are generally unaware of the law, and the APA seems not to have responded publicly. In the event of Selective Service System mobilization of health care professionals through conscription, the APA would likely be consulted because of its increasing role in national security programs.

In sum, these developments indicate the need for a comprehensive and practicable ethical policy for professional psychologists to meet the challenges previewed here.

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Student & Early Career Members: An Eye Toward the Future

Scott L. Moeschberger, Taylor University
Student and Early Career Chair

In recent years, APA has increasingly focused on mobilizing the involvement of early career psychologists (7 years post doc) in both divisions and the association. Some valuable resources have been developed that focus on issues that we might face transitioning from student to professional. I know in my own career I have experienced all of these to some degree so it was comforting to see I was not alone. Here were some of these “normal experiences” for early career psychologists: 1) grappling with difficult decisions related to how best to balance career, family, and financial priorities 2) feeling isolated in new work settings, 3) struggling to establish an identity, and 4) finding the first few years in a new professional role to be uncertain as you pursue dreams, overcome obstacles, and make professional choices (www.apa.org/careers/early-career). While these experiences vary greatly based on the context and individual, opportunities to network and connect to psychology as a discipline offer valuable ways to address some of these concerns.

For students, I think that some of these same concerns hold true for you as well. Therefore I hope to explore ways to increase the connection among our SEC members. I have several ideas that might help develop stronger connections among us. First, I hope to circulate a needs assessment survey that can help in assessing how to

best meet the particular needs of your context. Second, I have dreams of having a peace psychology conference that is focused on students and early career psychologist. Perhaps this goal is lofty, but I think the time and energy invested would be of great benefit to us. And lastly, I am working at forming a “council” of SEC members that would be focused on increasing the connection and communication between members. The executive committee was unanimously supportive of this idea, and I hope to be sending out more information shortly. So there are many new initiatives that should be taking shape in the upcoming months so please make sure that you are checking the listserv. If you are not currently a SEC member of the listserv please email and let me know.

I am hoping that many of you are able to attend the conference in Hawaii this year. I will be looking for volunteers to serve as “hosts” for the division suite. This is a great opportunity to get connected to other division members and SEC attendees. Please let me know if you are interested in volunteering or simply attending the conference and looking for ways to get involved.

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Notes:

¹McRaven particularly remarked that Special Operations Forces can be directly deployed against (suspected) terrorist networks by the President or Secretary of Defense, rather than by the traditional Geographic Combatant Commands. This option has the effect of bypassing constraints in military regulations—as seen in President George W. Bush’s use of the McCain Amendment to avoid military constraints on “enhanced interrogation.”

Acknowledgments

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CONTINUOUS TRAUMATIC STRESS:

Taking the 'Post' out of Posttraumatic Stress



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Craig Higson-Smith,
*Center for Victims of Torture &
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An upcoming issue of *Peace and Conflict: Journal of Peace Psychology* (Vol. 19, No. 2) is entitled “Continuous Traumatic Stress.” This special issue addresses a growing recognition of the limitations of existing conceptualizations of traumatic stress, such as posttraumatic stress disorder (PTSD) and complex posttraumatic stress disorder (complex PTSD), which assume that trauma exposure—whether a single event or a repeated series of incidents—has occurred in the past.

Locating this notion, trauma exposure, in the past fails to adequately capture the experiences of many individuals and communities across the globe that are exposed to realistic ongoing threat and danger on a daily basis, often combined with an absence of safe spaces in which to find protection and experience ‘recovery.’

Continuous traumatic stress encompasses both conditions of ongoing trauma exposure and the potential psychological impacts of this exposure. It is a term that was originally developed in the 1980s by a group of mental health professionals working in apartheid-era South Africa, who were attempting to provide psychological support to victims of political violence within a context of ongoing state repression. The current prevalence of both political and community violence globally suggests that the construct, continuous traumatic stress, may also find resonance today amongst researchers and practitioners working

in a variety of contemporary contexts. This construct allows for a more overtly psychosocial and psycho-political perspective on the consequences of ongoing violence and conflict, to supplement existing bio-medical conceptualizations such as PTSD and complex PTSD.

The intention of the special issue is to utilize the concept as a springboard to engage in critical political, conceptual, theoretical, methodological, clinical and psychosocial conversations about some of the key challenges and limitations within contemporary trauma studies. It also opens up space for dialogue and debate about how the construct, continuous traumatic stress, or similar characterizations could extend existing understandings of trauma, its effects, and its amelioration.

Guest edited by a team of South African scholars, the issue brings together a series of articles from diverse contexts, including Sub-Saharan Africa, the Middle East, and the United States. This collection of papers articulates conceptual or theoretical concerns along with empirically-based observations related to the nature, impact, and treatment of continuous exposure to threat and danger. It includes studies with torture survivors, youth and adult violent offenders, civilians living in contexts of ongoing political conflict, and children who experience community and domestic violence.

The special issue will be of interest to researchers and mental health practitioners working with populations throughout the globe that are experiencing ongoing threat and danger.

PEACE PSYCHOLOGY *in the Philippines*

John Paul Szura, Member-at-Large

I am a newly elected Division 48 Member-at-Large, a United States citizen resident of Chicago, but working in Metro-Manila, Philippines. I want to say hello, tell you a little of what I am doing in the Philippines and invite you to contact me if you have anything you would like to tell me about peace, about peace psychology, or about your hopes.

One of my hopes is to integrate peace psychology more deeply into Philippine schools through the UNESCO Associated Schools Project Network (ASPnet). This year is the 60th anniversary of this UNESCO network, a linking together for sharing best practices of more than 9000 schools in 180 nations. The UNESCO ASPnet has experienced an astounding growth from its modest 1953 beginnings as an implementation through education of “cultures of peace”. If you are interested in this UNESCO schools peace network, you may go to www.unesco.org/new/en/education/networks/global-networks/aspnet.

We are not attempting to make every school in the Philippines a full ASPnet participant through a peace psychology project. Rather, successful projects involving peace psychology at a few ASPnet schools are offered for consideration to many other schools by the spreading of best practices throughout the ASPnet membership and beyond.

An example of such an ASPnet project, now in its beginning stage, is our innovation in school celebrations of United Nations Day—October 24. In many schools throughout the world, students celebrate UN Day through varied experiences that are educational, fiesta-like and even colorful. Students may be assigned to represent various nations. They learn about these nations, their culture, their policy positions and their work in the UN system. Younger students may dress up in national garb, perhaps for a parade of nations. High school or college students may conduct a Model UN, a simulation of a UN meeting with students assigned to represent various nations in a spirited debate on policy positions.

These exercises teach diversity, international citizenship, world problems and the UN system that can address these problems. However, these exercises leave out Non-governmental Organizations (NGOs) and groups officially associated with the UN (e.g., American Psychological Association). Consequently, students throughout the world on UN Day may represent and learn about Japan, Norway and Peru but rarely, if ever, learn about the APA at the UN, become familiar with psychology at the UN, or become aware of the NGO sector at the UN. As a result, students may become familiar with the work of nations at the UN but remain totally unaware of how people like themselves can work within the UN system through NGOs. To better appreciate this gap, please see “The Formation of the Psychology Coalition at the UN” in the Division 48 Fall/Winter issue of Peace Psychology available at: www.peacepsych.org/images/PeacePsychNewsletterFall12.pdf.

Our ASPnet project is still in its first stages, but there is no telling where it will go. We hope that some UN Day very soon, a Philippine school parade of nations will include an NGO like the Medical Action Group which is dedicated to justice in health care. Can we hope to see at some UN Day a United States Model UN wherein peace psychology confronts the Security Council? Can we even imagine a United States Model UN wherein students representing the APA debate students representing the National Rifle Association (NRA) regarding international arms trade agreements? Our ASPnet project is a quite modest educational venture, indeed a small step. But peace advances by such small steps.

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Membership UPDATE

*Linda Heath,
Loyola University Chicago
Membership Chair*

The good news about membership is that new memberships are up about 25% this 6 month period compared with last 6 month period. The bad news is that renewals so far this year are down about that same percentage, which translates into a larger number of members potentially lost compared with members gained. Reminder letters have been sent out to all current members who have not yet renewed for 2013, both by APA central office as well as by the Society/Division itself. If you are one of those members who have not renewed for this year yet, please go online to www.apa.org/membership (if you are a Member, Associate, or Fellow) or to www.apa.org/divapp (if you are a Student, Professional Affiliate, or International Affiliate and renew soon! If you know others who have not yet renewed, please spread the word about all the good projects that in the works and encourage them to stay in the organization. Promote peace!

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 Gruszcos, Division 48
Treasurer
7301 Forest Ave., Suite 201
Richmond, VA 23226**

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

Thank you.

PEACE PSYCHOLOGY IN AUSTRALIA: Is it Relevant in the USA ... and the World?

Diane Bretherton (University of Queensland, Australia)
Nikola Balvin (Formerly of La Trobe University, Australia)

Recently, *Peace Psychology in Australia* was published in the Peace Psychology Book Series, edited by Daniel Christie and published by Springer. As editors of the volume and peace psychologists who work across various cultural contexts, we asked ourselves: what is the relevance of our book in other countries? And more specifically, given the cultural similarities between Australia and the USA and the strong presence of peace psychology in the latter country, we asked: what relevance does our book have in the United States?

In this article we reflect on how the peace psychology research and practice covered in *Peace Psychology in Australia* relates to the USA and other cultural contexts. We examine the role Division 48 has played in shaping peace psychology in Australia, and by asking these questions we revisit the importance of the geo-historical context to peace psychology.

Defining Peace Psychology

In his introduction to the *Journal of Social Issues*, Christie (2006) identified three key strands to articulating a definition of peace psychology. He specified that peace psychology is nuanced by the geo-historical contexts in which it develops; provides a differentiated perspective on violence and peace by distinguishing between structural and episodic violence; and applies a systems approach which calls for analysis at different levels and allows for the study of not only violence but also peace-building. The systems perspective sees violent episodes as “manifestations of interactions among a host of destructive inputs that are embedded in social, cultural and historical factors” (Christie, 2006, pg. 6). Peace psychology is seen as unique from its neighboring sub-disciplines, such as social and political psychologies, by its emphasis on the systemic and cultural origins of violent episodes (Christie, 2006).

In their review of social psychological peace research, Vollhardt and Bilali (2008) built on Christie’s definition of peace psychology and came up with four criteria which also

included the value explicit nature of the sub-discipline, where the goal is to reduce and prevent conflict to bring about positive social relations. Drawing on these definitions as the framework for the structure of our book, we reflected on how to best fit the work of Australian peace psychologists to them. We also asked ourselves whether there was anything different about the Australian context that added to the above definitions.

The context in which the work of Australian peace psychologists is taking place was extremely important to the content and process of writing the volume. Guided by normative values communicated to us in our research with Australia’s Indigenous peoples, we understood that a book offering any historical perspective on Australia should always begin with an acknowledgement that “Australian” culture existed thousands of years before the arrival of Europeans. For this reason, the first chapter was written by an Indigenous conflict resolution scholar and her non-Indigenous colleague and provided an overview of some of the complex conflict resolution systems and practices found in the many Indigenous cultures prior to colonization. It grounded the book in its geo-historical context.

When examining the relationship between Indigenous and non-Indigenous Australians, even traditional psychological areas of inquiry such as stereotypes, prejudice, social norms and forgiveness can be fully understood only alongside the historical explanations of events and concepts such as: *terra nullius* (1788, the British claimed Australian soil on the premise that it belonged to no one); the Stolen Generations (1871-1965, State and Territory laws authorized the forcible removal of Indigenous children from their families); the 1967 Referendum (constitutional referendum to include Indigenous people in the census took place); the 2008 apology to the Stolen Generations (the Prime Minister of Australia apologized for the pain and suffering caused by the forcible removal of Indigenous children from their families); and many others.

The geo-historical context was not only important to the study of Indigenous and non-

Indigenous relations, but also to most other topics covered in the book. Violent episodes, such as the Cronulla riots of December 2005 need to be examined within the historical context of the White Australia Policy (a policy that originated in the 1850s and restricted non-European migration to Australia. It was only dissolved in the 1970s) and the ongoing racial tensions experienced by the interaction of different waves of migrants. Similarly, present day prejudice, false beliefs and negative stereotypes of asylum seekers arriving in Australia by boat are better understood within the geo-historical context. While no empirical evidence exists to confirm the roots of the negative treatment of asylum seekers in Australia, it has been suggested that the way Australian land was stolen from the Indigenous peoples and the fact that this conflict has never been resolved may play a role in the unfounded fear many Australians hold of the relatively few people that seek asylum by boat in Australia. Even the relevance of peace psychology activist movement is best understood from a geo-historical perspective, with Psychologists for Peace formed during the Cold War to oppose the use of nuclear weapons.

The Influence of Division 48 in Australia

From its inception the Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division 48 of the American Psychological Association has had an international focus, with an aim to address concerns among some psychologists over the build-up of the nuclear arms race by the United States and the Soviet Union. With the winding down of the Soviet Union and demise of the Cold War in the late 1980s and early 1990s, relationships with other countries became more important and greater attention was given to intra-state wars, particularly in the Balkans and in African countries.

Similarly, Australian psychologists also initially focused on the nuclear threat (Bretherton, 2012). The 1970s saw a growing concern with social issues amongst psychologists but it was not until 1984 that Psychologists for the Prevention of War was established as an in-

terest group of the Australian Psychological Society. Rather than seeing itself as a separate division of psychology the interest group was closely allied to professional psychology and aimed to apply the findings of all branches of psychology to help prevent war and to resolve conflict without violence. The group worked closely with other professional organizations such as the Medical Association for the Prevention of War.

While psychology in Australia has its own identity both the profession and the discipline have historically been strongly influenced by the international heavyweights, in particular Europe and the USA. The psychology curriculum draws heavily on international journals and research and a number of members of Psychologists for Peace—the descendant of Psychologists for the Prevention of War and the lead peace psychology group in Australia—have studied and taught in Europe and North America. Thus, the development of peace psychology in Australia was able to draw heavily on the experience of groups such as Division 48 both indirectly through the literature and directly through overlapping membership.

Though many of the theories and practices are the same, there is an important difference in the basic paradigm between peace psychology in the USA and Australia. In the USA, peace psychology is a *sub-discipline or division* of psychology, a type of psychology sitting alongside others such as counselling or sports psychology. In Australia, peace psychology was conceived as an *application of psychology*. With the threat of nuclear war looming, psychologists from all divisions asked themselves: What can we as professionals do to apply the findings of psychology to lessen the threat and promote more peaceful relationships? There are advantages, and corresponding disadvantages, to both approaches. Peace psychology as a sub-discipline encourages a more dedicated and theory driven approach that slots into the way in which universities are governed. Psychologists can build their career as peace psychologists. Students can take studies in the area. In Australia, the most outstanding peace psychologists often have an unrelated topic, such as body image, as the key research interest that drives their career and promotion prospects. They are like volunteers who work all day in one job and then volunteer at a charity in their spare time. This means all the day job effort is going into something other than peace psychology.

The American Psychological Association, and in particular Division 48, has been very

supportive of the development of peace psychology in Australia. One measure which is particularly helpful is the “international affiliate” membership category, which allows psychologists outside America to join and keep in touch with what is going on, even if it is not always possible to come to conferences from afar. When Australians do manage to visit we are made very welcome. Visits from Division 48 members with international standing to Australia (for example Morton Deutsch’s visit 1993, Mike Wessell’s visit in 1997, David Johnson’s visit in 2003, and Dan Christie’s visit in 2009) have been very helpful in building institutional support for peace in Australia. Finally, the fact that Australia does not have its own peace psychology journal means that Australian peace psychologists often seek to publish in international journals, such as *Peace and Conflict: Journal of Peace Psychology*. This leadership from the USA further influences the way peace psychology is conceptualized and written about by Australian scholars. Our own volume, *Peace Psychology in Australia*, although home-grown and shaped by the geo-historical context is published by an American publisher and forms part of a series edited by an American peace psychologist. Thus, the influence of the United States as a leader in research, publications and social movements is felt in Australia and influences and often assists the way we approach the study and practice of peace.

What Can the USA Learn From Peace Psychology in Australia?

The rich and growing cultural diversity that constitutes Australia’s present-day society makes it an apt candidate for studying the challenges and possibilities for a peaceful coexistence, not only on that continent, but the planet at large. Alongside issues of intercultural relations, *Peace Psychology in Australia* also covers gender, modern approaches to peace-building and mediation, the global challenge of climate change and increasing competition for resources, and the importance of inter-disciplinary work.

The importance of interdisciplinary collaboration and the need to turn theory into practice have long been noted by eminent peace scholars such as Johan Galtung. The necessity and effectiveness of this approach emerged as one of the themes that contributes to the definition of peace psychology in Australia. For example, in one chapter, social/peace psychologist Anne Pedersen with sociologist Farida Fozdar and lawyer Mary Anne Kenny, reflect on the need for interdisciplinary collaboration in the fight for the rights

and well-being of asylum seekers. In this context, psychology provides an understanding of the predictors of prejudice and false beliefs in individuals. Sociology explains the broader racist discourse on which justifications of difference and social exclusion are based and law informs advocates of rights and provides a vehicle for using knowledge from other disciplines to challenge institutions, including the government. The chapter reflects the value and necessity of inter-disciplinary work for addressing social issues at both the micro and macro level. Its theoretical richness and practical application are a valuable example for peace psychologists wishing their work to bring about positive social change.

The geo-historical context also defines the future steps of peace psychology in Australia—as is likely in the USA. The volume ends with a chapter that examines the Australian people’s relationship with the land and suggests that the next major conceptual shift about peace will need to be from seeing it as a set of relationships between people to one that pertains to people and the land (Rodrigues, 2012). Australia is prone to extreme weather conditions that destroy habitat, homes and sometimes take lives. Cyclones, draughts, floods and bushfires are a part of life and do not only affect rural communities, but also impinge on life in cities. The 2009 Black Saturday bushfires burned 1.1 million acres of land in the areas surrounding our hometown Melbourne (population 5 million), affected 78 townships, displaced more than 7,000 people, and claimed 173 lives. Learning to take only what is sustainably possible and not exploit the land has been the approach of the Indigenous peoples of Australia for centuries. Psychologists have the opportunity to expand their theories to assist the understanding and promotion of a more peaceful coexistence with the land—in Australia and elsewhere.

In his discussion of the geo-historical context in peace-psychology, Christie (2006) suggested that there may need to be different peace psychologies in difference times and places. We did find some evidence for this in our work on *Peace Psychology in Australia*, noting that the intellectual concerns of psychologists reflected the geo-historical changes. However, because the United States is such a dominant global force, both politically and intellectually, Australia’s fate is closely tied to that of its larger ally and there are overlapping concerns. Our dependence on the USA is now reaching something of a crisis point. Our

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most important trading partner is China, and as the relationship between the giants sours, so we are in danger of becoming squeezed between them.

Globalizing Peace Psychology

The main benefit of globalizing peace psychology is that its findings will be more scientifically robust and more universally applicable. If science and practice are based on a particular group of human beings from a specific culture then they are not actually representative of humanity as a whole. Because the USA has been so influential in the development of psychology, some aspects of the culture, such as individualism, have come to be seen as part of the human condition. When western psychology is practiced, for example, in collectivist cultures, then there can be a lack of fit. Of course, this is something of an oversimplification as within the USA there are diverse groups and some of them are collectivist, but the danger is that minority groups do not get fully heard in the development of the discipline, that they are the recipients of, not the developers of, psychological theory and practice. So the outreach needs to be not only to other countries, but also to others within the nation. And the exchange needs to be a partnership, with the dominant group ready to listen and learn, rather than rush in to rescue.

What we mean by the globalization of peace psychology, then, is not dominance by the powerful, but a process of involving a wider range of cultures and nations in the project of co-constructing a peace psychology whose theory is comprehensive and widely applicable and yet also sensitive to local contexts and variations in practice. This will involve learning to listen in a deep way and to understand people with very different worldviews, an aptitude that Lederach (2005) sees as the essential ingredient of peace building.

A benefit of the globalization of the study of psychology is that different contexts have different problems, or differing instantiations of the same global problem, and may draw a sharper focus to aspects of theory or provide better case studies. In comparing Australia with the USA, one difference is that violence

within the USA is more overt, and is reflected in for example higher homicide rates. Superficially, Australia seems comparatively secure, free of violence and peaceful. However, when we consider the situation of Indigenous peoples, the structural violence is deep seated, long standing and serious. Without the theoretical distinction between direct and structural violence Australia would seem to be free of violence, when actually its history is steeped in it. One aspect of the book is the convergence of findings, such that the “black history” of the poor treatment of Indigenous peoples can be shown to linger in the present not only in census statistics that show reduced life expectancy, over-representation in the justice system, lower incomes and so on, but also in the social psychology finding that contemporary Australians are slow to match a picture of an Indigenous face with a symbol of Australia (see Louis, Barlow & Greenaway, 2012). So while it is no longer “politically correct” to make racist remarks, the assumption that Australian equals White remains at the back of the mind of mainstream Australian citizens and it is this attitude which has allowed racially-oriented structural violence to continue. Refugees are similarly disadvantaged by a false belief that their status is illegal and this is then manifest as punitive and unjust systems and policies.

An important feature of culture is that what is customary is often tacit and taken for granted, such that the actors are not always aware of the rules which govern their behavior. The accepted practices feel right and deviations from these feel unnatural. A benefit of travel and international collaboration in peace psychology is not only learning about different ways of doing things, but also becoming more aware of one’s own cultural practices. Peace psychologists can learn from how things are done elsewhere and be challenged to become more self-reflective. Further, in seeing the variations in practice we are challenged to think in a more profound way about the intention behind specific practices and therapies. This also challenges us as practitioners to be more flexible and creative.

One of the main values of the globalization of peace psychology is its richness. We believe it is important to move away from the idea of

peace as something passive and nice to an appreciation of the challenges and sense of adventure that travel bestows: fresh experiences, fresh learning, new insights and some food for thought. It may not always be possible to physically travel, but taking the chances that arise, opening our doors to visitors from elsewhere, and working together to construct our discipline and enrich our practice is the road to better scholarship and a more exciting life. Thus, we believe that while the geo-historical context defines the study of peace psychology and must guide the interpretation of results, the sub-discipline in one context can be greatly enriched through developments in others. Its globalization will bring a much more complex and rich understanding of human relations in peace and conflict.

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- Nikola Balvin can be contacted at: nikolabalvin@yahoo.com.au.

PEACE DIVISION PROGRAM PULL-OUT SUMMARY INSERT

2013 APA Convention

Outreach with Peace Psychology

Different Methods, Different Constituencies

This year our convention theme is “Outreach with Peace Psychology—Different Methods, Different Constituencies.” This theme is very evident in the diversity of our presentations, particularly among the talks that will be given by our many award recipients as well as our symposium connected to our presidential task forces. No matter what your connection to peace psychology or where you practice, there will be something of interest to you.

Because the convention is in Honolulu this year, the structure is slightly different. Our Executive Committee meeting will be held on Tuesday, July 30 from 9am – 3pm. Any member of the division is invited to attend this meeting and see the leadership at work. Official convention programming starts the following day with the presentation of the Morton Deutsch Conflict Resolution Award. This recipient this year is Dr. Ephraim Isaac who will be speaking on “The Renaissance of Traditional Eldership and Conflict Resolution in Africa.” Later that morning, you can hear about our three presidential task forces that Dr. Rachel MacNair has created this year. The topics are on drones, the death penalty, and abortion. Each task force will also be discussed in further detail in our suite later that afternoon. We will not know the location or our suite until closer to the convention but we will let the members know as soon as APA makes the decision.

On Thursday, the second day of the convention, we will hear from two more of our award recipients. The day begins with the Ralph K White Lifetime Achievement Award being given to Dr. Dean Pruitt. He will be speaking on “Resolving Retractable Within-Nation Conflicts.” Later that morning the society will present the first Ignacio Martin-Baro Lifetime Peace Practitioner award to Dr. Brinton Lykes. Her award presentation will be on, “Feminist liberation psychology: Limits and possibilities



*Rebekah Phillips DeZalia,
2013 APA Convention
Program Chair*

of transformative praxis in the wake of armed conflict.” Another change from previous conventions will also take place on Thursday. Our presidential address and business meeting will start at 4pm with Dr. Rachel MacNair speaking about our theme, “Outreach with Peace Psychology: Different Methods, Different Constituencies.” The social hour will begin at 6pm that night and will be a joint social hour with the Society for Community Research and Action (Division 27). This will be a great opportunity for members to mingle while enjoying some local vegan dishes.

Two more of our society’s awards will be presented the following day, on Friday when we hear from our Early Career award recipients. The title of this award has been changed to honor Ed Cairns, a member of our division who did a lot to assist our early career members. Because Dr. Philip Hammack, our 2011 Early Career Award recipient, was unable to attend last year’s convention, he has graciously accepted our invitation to speak at this convention. His talk is entitled, “Can Talking Help? Israelis, Palestinians, And The Politics Of Identity.” We will also be hearing from our 2012 Ed Cairns Early Career Award recipi-

ent, Dr. Nikola Balvin, will also be speaking on “Wanting To Make A Change: Research And Activism With Indigenous Australians, Refugees And Children.” These awards will be followed later that evening by our student and early career social hour. Anyone is welcome to attend and meet the members of our society who are in the earlier stages of their careers.

The final award connected to our society will be presented at noon on Saturday. Peace psychology chose the speaker for the APF Lynn Stuart Weiss Lecture on the Psychological Study of Social Issues. This year the honoree will be Dr. Jean Marie Arrigo, who will be speaking on “Giving Moral Voice to Intelligence Professionals of Conscience.” It should be an informative presentation and will be followed at 2pm that day with a suite discussion on “Proposed Ethical Guidelines for Individual Professional Psychologists in National Security Work” led by our president, Dr. Rachel MacNair.

In addition to all of these interesting presentations, we will also be hearing about using sports, personal peace, and improvisation and theater in the promotion of peace. We will have symposia on human rights, conflict resolution in rural Honduras, and collective memory in the aftermath of mass violence. We will have more information suite presentations on topics such as “Adding Peace Psychology to Your Course or Curriculum.” Starting with our Executive Committee Meeting on Tuesday and ending with our symposium on “Applying an Elicitive Model of Conflict Transformation to Community Conflict in Rural Honduras” on Sunday morning, we will be sponsoring a large variety of interesting and informative programming. I hope you can join us in Hawaii to participate.

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PEACE DIVISION PROGRAM PULL-OUT SUMMARY INSERT

Div 48, APA Annual Convention, Hawaii, July 30 - August 4

OUTREACH WITH PEACE PSYCHOLOGY: Different Methods, Different Constituencies

Note: Hospitality Suite programming is identified in blue.

TUESDAY, JULY 30, 2013

Executive Committee Meeting

9 AM – 3 PM Hilton Hawaiian Village Beach Resort/Iolani Suite V

WEDNESDAY, JULY 31, 2013

Morton Deutsch Conflict Resolution Award

8 – 8:50 AM Convention Center, Room 321B

Chair: Bradley Olson, PhD, National Louis University

Participant: Ephraim Isaac, PhD, Princeton University, *Renaissance of Traditional Eldership and Conflict Resolution in Africa*

Symposium: Conflict Resolution and Postconflict Healing Through Applied Improvisation and Theater

10 – 10:50 AM Convention Center, Room 326A

Chair: Barbara Tint, PhD, Portland State University

Participant/1st Author: Barbara Tint, PhD, Portland State University, *Conflict Transformation Through Applied Improvisation and Constructive Interaction*

Genie Joseph, MA, Act Resilient, *Act Resilient: Using Laughter, Improvisation, and Expressive Arts to Heal Trauma*

Symposium: Weaponized Drones, Death Penalty, Abortion—Task Forces Progress Report

11 – 11:50 AM Convention Center, Room 322B

Chair: Rachel MacNair, PhD, Institute for Integrated Social Analysis

Participant/1st Author: Rachel MacNair, PhD, Institute for Integrated Social Analysis, *An update on the Psychology of Weaponized Unmanned Aerial Vehicles (Drones)*

Titus Hamlett, Alliant International University, *An update on the Psychological Issues of the Death Penalty*

Andrea Barnes, PhD, private practice, *An update on the Abortion from a Peace Psychology Perspective*

Poster Session

12 – 12:50 PM Convention Center, Kamehameha Exhibit Hall

Participant/1st Author

Ashlee B. Orozco, MA, Fielding Graduate University, *Effects of Counseling on Healthy Anger Expression in Adolescents*

Mylene Fernet, PhD, Université du Québec à Montréal, QC, Canada, *Dyadic Interaction Patterns in Teenage Relationships Youth: Can We Identify Dating Violence?*

Corey J Clarke, BS, Lewis-Clark State College, *Interrelationships Among Selected Measures of Nonviolence and Nonviolent Action*

Daniel M Mayton, II, PhD, Lewis-Clark State College, *Values and the Diamond Scale of Nonviolence: Evidence for Validity*

Philip T. Dunwoody, PhD, Juniata College, *Dissecting the Effects of Authoritarianism: A Look at Aggression, Submission, and Conventionalism*

Violet Cheung-Blunden, PhD, University of San Francisco, *Anxiety and Cyber Threats: From Ineffective Information Processing to Indiscriminant Policy Support*

Michael R. Van Slyck, PhD, South University-Richmond, *Assessing Conflict Attitudes: A Potential Tool for Peace Psychology Outreach*

Nicholas J. Kuvaas, BS, North Dakota State University, *Five-Factor Model of Impulsivity and Emotional Liability in Aggressive Behavior*

Adam Volungis, PhD, Assumption College, *School Administration's Role in Preventing School Violence: Strategies for Promoting School Connectedness*

Adam Volungis, PhD, Assumption College, *Media's Role in Promoting School Violence: A Proposed Social-Cultural Learning Model*

Presidential Task Force on Weaponized Drones

3 – 3:50 PM PEACE DIVISION HOSPITALITY SUITE

A presentation led by the Task Force on Weaponized Drones

Presidential Task Force on the Death Penalty

4 – 4:50 PM PEACE DIVISION HOSPITALITY SUITE

A presentation led by the Task Force on the Death Penalty

Presidential Task Force on Abortion

5 – 5:50 PM PEACE DIVISION HOSPITALITY SUITE

A presentation led by the Task Force on Abortion

THURSDAY, AUGUST 1, 2013

Ralph K White Lifetime Achievement Award

9 – 9:50 AM Convention Center, Room 308A

Chair: Rachel MacNair, PhD, Institute for Integrated Social Analysis

Participant/1st Author: Dean Pruitt, PhD, George Mason University, *Resolving Intractable Within-Nation Conflict*

Symposium: Implementation, Evaluation, and Integration of the Four-Question Framework for Peacebuilding (CE credit available)

10 – 10:50 AM Convention Center, Room 303B

Chair: Lynn C. Waelde, PhD, Palo Alto University

Participant/1st Author: Byron L. Bland, MA, Stanford University, *The Four-Question Framework and the Challenge of Postconflict Peacebuilding*

Brenna M. Powell, Stanford University, *Implementing the SCICN Four-Question Framework: Practical Application in Northern Ireland*

Lynn C. Waelde, PhD, Palo Alto University, *Mindfulness and Trauma and the Four-Question Framework*

Ignacio Martin-Baro Lifetime Peace Practitioner Award

11 – 11:50 AM Convention Center, Room 326A

Chair: Gilbert Reyes, PhD, Fielding Graduate University

Participant/1st Author: M. Brinton Lykes, PhD, Boston College, *Liberation Psychology: Limits & Possibilities of Transformative Praxis in the Wake of Armed Conflict*

Robust Pacifism In The Public Square, Part I: Discerning Truth and Using Wisdom Towards Mutual Good

1 – 1:30 PM PEACE DIVISION HOSPITALITY SUITE

A presentation led by Robin L Treptow, PhD

Robust Pacifism In The Public Square, Part II: Yoking The Virtue of Multiculturalism To World Peace

1:30 – 2 PM PEACE DIVISION HOSPITALITY SUITE

A presentation led by Robin L Treptow, PhD

Presidential Address

3 – 3:50 PM Hilton Hawaiian Village Beach Resort, Nautilus Suite II

Participant/1st Author: Rachel MacNair, PhD, Institute for Integrated Social Analysis, *Outreach With Peace Psychology: Different Methods, Different Constituencies*

Business Meeting

4 – 4:50 PM Hilton Hawaiian Village Beach Resort, Nautilus Suite II

Honoring Peace: A Reception & Social Hour

6 – 9 PM PEACE DIVISION HOSPITALITY SUITE

Co-sponsored by the Society for Community Research and Action (Div 27). All are welcome.

FRIDAY, AUGUST 2, 2013

Violence Against Women and Girls: Impact and Reaction on Society AND Health Education as a Determinant for Prevention of Family Health Conflict

8:30 – 8:55 AM PEACE DIVISION HOSPITALITY SUITE

A presentation from Christy Omidiji and Olugbenga Bejide

Committee on Personal Peacefulness (WG)

9 – 9:50 AM PEACE DIVISION HOSPITALITY SUITE

A discussion led by Gregory Sims

Adding Peace Psychology to Your Course or Curriculum (WG)

10 – 10:50 AM PEACE DIVISION HOSPITALITY SUITE

A discussion led by Linden Nelson

Studies on Resilience and Resistance Processes: Global Perspectives on Communities Facing Racialized Structural Violence

11 – 11:50 AM PEACE DIVISION HOSPITALITY SUITE

A presentation from Devin Atallah-Gutiérrez, Amber A. Hewitt, and Celeste Atallah-Gutiérrez

Paper Session: Views From Practitioners, Victims, & the Public on Torture & Other Human Rights Violations

12 – 12:50 PM Convention Center, Room 308B

Chair: Gil Reyes, PhD, Fielding Graduate University

Participant/1st Author:

Alice K. LoCicero, PhD, MBA, Boston Medical Center, *Clinical Psychology Doctoral Students' Knowledge of Ethics for Psychologists in Military Settings*

Steven Reisner, PhD, Private Practice, *Psychology and Torture: Clinical, Ethical and Research Perspectives*

Kirby Huminui, University of British Columbia, *Healing as Resistance: The Interface between Psychology and Human Rights*

Ed Cairns Early Career Award

1 – 1:50 PM Convention Center, Room 303A

Chair: Scott Moeschberger, PhD, Taylor University

Participant/1st Author: Philip Hammack, PhD, University of California – Santa Cruz, *Can Talking Help? Israelis, Palestinians, and the Politics of Identity*

Nikola Balvin, PhD, UNICEF, *Wanting to Make a Change: Research and Activism With Indigenous Australians, Refugees, and Children*

Discussion on Conflict Resolution and Postconflict Healing Through Applied Improvisation and Theater

3 – 3:50 PM PEACE DIVISION HOSPITALITY SUITE

A discussion led by Barbara Tint

Student and Early Career Social Hour

6 – 8 PM PEACE DIVISION HOSPITALITY SUITE

A social hour honoring and student and early career members. All are welcome.

SATURDAY, AUGUST 3, 2013

Symposium: **Personal Peace Reflecting Outwardly—Developing Conflict Transformation Skills & Attitudes**

9 – 10:50 AM Convention Center, Room 307A

Chair: Gregory K. Sims, PhD, Dalai Lama Foundation Learning Zone Program on Personal Peace

Participants/1st Author: Linden L. Nelson, PhD, California Polytechnic State University—San Luis Obispo, *Applications of Peace Psychology for Developing Peaceful People*

Daniel M. Mayton II, PhD, Lewis–Clark State College, *Intrapersonal Nonviolence and Inner Peace: Empirical Place Within Levels of Nonviolence*

Mindy Puopolo, PsyD, California Lutheran University, *Transforming Intimate Partner Violence Through Reflective Functioning Skill Building*

Kathleen H. Dockett, Ed, University of the District of Columbia, *From Personal Peace to Societal Transformation: An Engaged Buddhist Perspective*

Gregory K. Sims, PhD, Dalai Lama Foundation Learning Zone Program on Personal Peace, *Personal Peace Reflecting Outwardly As a Conflict Transformation Resource*

Barbara Tint, PhD, Portland State University, *Personal Peace and Conflict Transformation: Micro/Macro Levels of Social Justice*

Paper Session: **Mental Health and Collective Memory in the Aftermath of War and Mass Violence**

11 – 11:50 AM Convention Center, Room 326B

Participant/1st Author: Theresa Betancourt, DSc, MA, Harvard University, *Trajectories of Internalizing Problems Among War-Affected Youth in Sierra Leone*

Cristina M. Andriani, MA, MS, Clark University, *Holocaust Collective Memory Meaning Making in the Context of the Palestinian–Israeli Conflict*

The Roles of Shame, Humiliation and Alienation as Precursors for Violent Offending

11 AM – 12 PM PEACE DIVISION HOSPITALITY SUITE

A panel discussion led by Michele Harway and Gil Reyes

Invited Address: **APF Lynn Stuart Weiss Lecture on the Psychological Study of Social Issues**

12 – 12:50 PM Convention Center, Room 319A

Chair: Sandra L. Shullman, PhD, Executive Development Group

Participant/1st Author: Jean Marie Arrigo, PhD, Project on Ethics and Art in Testimony, *Giving Moral Voice to Intelligence Professionals of Conscience*

Symposium: **Sport for Peace Programs With U.S. and International Youth and Adult**

12 – 12:50 PM Hilton Hawaiian Village Beach Resort/Honolulu Suite I

Co-chairs: Lindsey C. Blom, EdD, Ball State University; Lawrence H. Gerstein, PhD, Ball State University

Participant/1st Author: Lawrence H. Gerstein, PhD, Ball State University, *Teaching Conflict Resolution Skills Through Sport and Physical Activities*

Lindsey C. Blom, EdD, Ball State University, *Sport for Peace and Development Outreach Programs: Assessing Effectiveness*

Discussant: Lee Gillis, PhD, Georgia College

Proposed Ethical Guidelines for Individual Professional Psychologists in National Security Work

2 – 2:50 PM PEACE DIVISION HOSPITALITY SUITE

A discussion led by Rachel MacNair and Jean Marie Arrigo

SUNDAY, AUGUST 4, 2013

Paper Session: **Prediction and Intervention for Peace and Sustainability**

9 – 9:50 AM Convention Center, Room 321A

Participant/1st Author: Harold V. Hall, PhD, Pacific Institute for the Study of Conflict and Aggression, *Peace Intervention Through Prediction of Violence-Related Events*; Katherine M. Lacasse, MA, Clark University, *Personal Green Behaviors As Political Motivators*

Symposium:

Applying an Elicitive Model of Conflict Transformation to Community Conflict in Rural Honduras

10 – 10:50 AM Convention Center, Room 321B

Chair: Robert McKelvain, PhD, Abilene Christian University

Participant/1st Author: Amanda Madrid, MD, DrPH, Predisian-USA, *Context and Historical Perspective of the Conflict in Honduras*

Ryan T. Blucker, PhD, University of Oklahoma, *Elicited Conflict Themes and Participatory Training in Conflict Transformation*

Robert McKelvain, PhD, Abilene Christian University, *Elicitive and Collaborative Model of Conflict Analysis and Transformation*

ETHNICITY & PEACE: What Role for Peace Psychologists?

Shahin Sakhi, University of California at Los Angeles; Kathleen Dockett, University of the District of Columbia

At the 2012 American Psychological Association (APA) Convention, the Division 48 Ethnicity and Peace Working Group sponsored its fourth facilitated dialogue entitled *Ethnicity and Peace: What Role for Peace Psychologists?*

Since 2010, the Ethnicity and Peace Working Group, co-chaired by Kathleen Dockett and Judith Van Hoorn, has conducted a series of facilitated dialogues and symposia on various types and levels of ethnic conflict. We have explored ethnic conflict between nation states such as Israel and Palestine; between groups within nation states such as African American and European American. We have also explored conflict between the state and societal ethnic groups, such as the use of state policies as tools of oppression in immigration, in the death penalty, and in “stand your ground” laws, including police and justice system practices that systematically discriminate against racial minorities as in the killing of African American youth Trayvon Martin and delayed action to arrest or thoroughly investigate the accused killer George Zimmerman, a White Latino adult.

The 2012 dialogue, however, was different. We sought to identify across the various types and levels of ethnic conflict, the common factors that give rise to ethnic-based conflict and what might be our role as peace psychologists in addressing these conflicts. The session co-chairs, Kathleen Dockett and Shahin Sakhi, who have conducted prior dialogues, engaged a diverse group of 12 participants (including themselves) in a rich discussion.

In this article we summarize the experiential learnings gleaned from the collective experiences of the participants. Drawing upon their personal experiences with peace, conflict, and violence, each of the participants addressed three questions:

1. What experience with peace and conflict brought you to the meeting, and what is your ethnic background?
2. What do you think are the important common factors/denominators that give rise to perpetuating a culture of war?
3. What have we learned from our own experience and profession that could be

thought of as mechanisms of regaining, maintaining, practicing, and perpetuating a culture of peace?

Question: What is your ethnic background?

In response to the question “What is your ethnic background?” the group identified with the following: African-Nigerian, Arab, Black/African American, Caucasian, Irish Scottish Yankee, Jewish, Palestinian, Persian, Americo-Liberian, Russian, Polish, Latvian, Muslim, Trinidadian/African-Chinese-Indian, and White American.

As we notice here in response to ethnic background we did not have anybody presenting a pure ethnic or race identity. Each individual identified with at least a couple of terms in describing their ethnic background. The responses included nationality and religion and even being a woman to further explain the ethnic experience. This suggests that people's experience with their ethnicity is not separable from their nationality or religion. Reflecting the definition of ethnicity as a combination of race and culture (Mio, Barker, & Tumaming, 2012), people defined their ethnicity by combining their race, nationality, religion and cultural group identities. During the discussion, experiencing ethnic bias as a woman was mentioned as well—which also suggests sex, gender role, and ethnic bias. Differences in peoples' beliefs are not separable at the individual level even when we try to focus on one specific part of our life experience. Having said this, we still notice that at the group level of interaction, in a society, these are separable and at times people belonging to one ethnic group can be singled out and exploited or even become subject to genocide or slavery or other specific oppressive discriminations regardless of their sex, age, profession, or other differences. As one participant stated:

I am feeling that my many identities contribute to who I am and are not so easily categorized. At different times, my identities appear in different hierarchies. I think it is all too easy to pigeon-hole people and in doing so, do us all a disservice.... I am deeply concerned about how ethnicity and any difference can be manipulated as another way to denigrate people who are different from ourselves....

It is at the individual level that we can experience we all are human since none of these characteristics are separable within individuals. This could be one conclusion in relation to participants' complex responses to the first question.

Question: What experience with peace and conflict brought you to the meeting?

The group comprised of people living under occupation, growing up during war time, having been a part of revolution, fleeing country of origin, those who experienced bias and racism after migrating to United States to pursue their goals in the land of opportunity, whose parents had migrated to United States generations ago or came to this continent on slave ship, those born and raised in the United States who experienced racism all their lives, those having multi-ethnic identities, or as a result of pursuing a professional career studying violent behavior. All were interested in peace having come from diverse backgrounds.

This common theme is reflected in the following quotes of several participants (P1-4).

P1: What prompted me to be part of this event is that I am one of those examples of individuals in the ethnic community who suffered and still suffers due to war and racism. I lived my childhood under occupation and witnessed all forms of humiliations. My personal life experience shaped me to adopt an anti-war attitude, and I dream of seeing a humane and tolerant world where all human beings can live in peace and recognize each other's rights to live in dignity and respect regardless of their race, creed, ethnicity, or religious beliefs. For the last eight decades, our region has suffered and still suffers from the culture of war and it is time to stop this human tragedy.

P2: I identify strongly and unequivocally as Black/African American. I was born in Liberia of both indigenous and Americo-Liberian origin, because of evidence that my mother's people emigrated to found Liberia in the 19th Century as free Africans who had been enslaved in the United States. Therefore, I have always identified with the struggle against racism and the Civil Rights Movement in the United States as well as the international

Continued on page 20

movement against colonialism and racism. For me, this is not just an intellectual orientation. It is a passion that goes to the core of my identity and sense of mission.

I also came to the session because of some of my memories of personal encounters with racism as an international student at Harvard University. When I applied to Harvard on the advice of one of my American professors at Cuttington University College in Liberia, I had no idea of its eminence and status. I was simply excited to go abroad and to be accepted in an American university for graduate study in the Psychology of Human Development. Besides my excitement, I expected to do well academically because I had enjoyed and done well in my studies in Liberia, where I had graduated from college as the valedictorian of my class. Also, my immediate and extended family, my instructors, and members of the larger community had the highest expectations for me.

I was therefore shocked when I found within my first semester that two of my five professors did not want me in their classes. One ridiculed me in front of his class, when he heard that I was from Liberia, by adopting a confrontational manner and referring to me as the descendant of American slaves that decided to go back to Africa and asked me to tell the class about this development and why all the slaves did not return because it would have solved the racism problem in the US. Within the first two weeks of the second class, I was enjoying the course and had done very well on an assignment and class discussions. One day, during the 15-minute break, the second professor called me aside, I thought to compliment me. Instead, he asked me why I was taking his class and encouraged me to drop it because I would be more comfortable elsewhere. I got the message. He did not want me in his class. These two instances were deeply painful and were followed by crying alone in my room at the end of several days, during which I contemplated dropping out of Harvard and going to Europe. Then I remembered my mother's and family's high expectations for me and the wonderful experiences of academic success I had experienced in the past. It was these positive memories and my positive academic self-concept that led to my determination to stay and do well in those two courses.

P3: When I watch conflict and war among nations being driven by differences in ethnicity, nationality, and religion, I feel pain, as if different parts of me were at war with one

another. Shiite Persians are dominant ethnic group in Iran. Having grown up as Shiite Persian I resented Persian dominance over other ethnic groups. I became active in supporting equal rights for all ethnic groups in Iran. During revolution in Iran, I did participate in demonstrations yet did not accept using violence in order to defend human rights. When I turned eighteen, I made up my mind that I would not participate in war to kill citizens from another country to defend securing borders. I would rather escape and not kill. In fact, that is what I did. Instead of participating in the war against Iraqis or participating in armed resistance against Iran's government, I fled Iran and found refuge outside of Iran. The escape from violent confrontation has contributed to my continuous interest in peace and activism towards changing culture of war to culture of peace as opposed to how one group could win against the enemy of the day.

P4: The factors that brought me to the meeting are the ongoing struggles over peace, which, to me, are often based in people's inability or unwillingness to get along with anyone who is an "other" in their eyes. "Others" are defined as people who do not look like them, sound like them, eat the same foods, or share the same belief systems. And, this perception of "other" is often based on very small but perceptible differences. I mentioned that I have two daughters, born of the same parents, but who have different complexions: one light brown the other medium brown. In spite of their shared roots they experience the world differently, as the world reacts to this slight difference in skin tone. It shows me every day that the small things that make us unique are often used as excuses to respond differently and unfairly to people. Finally, I came to the meeting because my family's history includes plenty of examples of relatives who stood up against racism and injustice when others could not. I believe that it is our obligation to advocate for others, especially those who cannot advocate for themselves.

Question: What do you think are the important common factors that give rise to perpetuating a culture of war?

In discussing the second question the following were mentioned as possible common factors or denominators that perpetuate a culture of war:

Religious and any extremist ideological prejudice, economic exploitation of developing countries by more developed countries, fear, scarce resources, basic needs for safety, dehumanization of other and of ourselves, socialization processes that build group identities

that define others based on their differences as threats to the security or the longevity of one's own group, lack of educational curriculum that teach tolerance, concentrating power upward in a hierarchical system with most power given too few at the top of the hierarchy, and beliefs that force is necessary for power. In addition, glorification of achievement through competition rather than cooperation with others, believing in the superiority of race groups (racism) or cultural groups (ethnocentrism), inequality in access to resources, lack of deterrent and efficient laws to address racist practices, and laws of ownership.

A number of these factors are seen in Staub's theory of group violence (cf., *The roots of evil: The origins of genocide and other group violence, 1998; Overcoming evil: Genocide, violent conflict and terrorism, 2011*). According to Staub, conditions that instigate toward a culture of genocide or violence include: difficult conditions of life in a society, conflicts involving vital interests, conflict between dominant and subordinate groups, a history of conflict and antagonisms between groups; scapegoating a group as responsible for difficult life conditions. Staub also identified a set of predisposing cultural factors which when present in combination make group violence more likely. These include a history of devaluation of a group that is part of the culture, a monolithic versus pluralistic society, an authority orientation, and unhealed group trauma among previously persecuted groups that are likely to react to threat with violence.

A degree of consistency also exists between the list of factors generated by our participants as perpetuating a culture of war and lists generated by audiences around the globe. Though the terms used differ, surveys of audiences throughout the world typically identify eight characteristics, attitudes, values, or behaviors necessary for a culture of war (<http://cpnn-usa.org/learn/values.html>). These include "belief in power that is based on force, having an enemy, authoritarian governance, secrecy and propaganda, armament, exploitation of people, exploitation of nature, and male domination." These eight characteristics were considered in drafting the United Nations Programme of Action on a Culture of Peace (UN document A/53/370), and as the document states became the "conceptual framework" for addressing "the deep cultural roots of war and violence" and forming alternatives in a culture of peace framework.

Question: What have we learned from our own experience and profession that could

be thought of as mechanisms of regaining, maintaining, practicing, and perpetuating a culture of peace?

In terms of common denominators for a culture of peace, participants talked about human development and life happenings as a social system that makes humans empathic and interested in helping others, hence rushing to help each other during natural disasters, or in other harsh conditions. Humans take different roles in society and have developed complex social systems in cooperation with each other. Humans live in peace as long as they can identify as belonging to something through which they can see their life depending on each other. Other factors that were mentioned were curiosity, needing each other, humans enjoying life to the greatest when they can reach each other and receive help, play, and learn together, when wellbeing is maintained, recognizing humanness as a common factor, and seeing the other as human and deserving as self. All the above have contributed to the development of culture of peace which is rich in art, science, literature, altruistic actions, among others.

In response to the question participants talked about:

- Peace and justice being inseparable and that they do not mean the absence of conflict.
- Peace could be achieved through learning how to go through conflict without infringing on others' rights; that peace should be the condition to even have debate, argument, or disagreement, hence turning violent war to dialogue war.
- Building on common factors, changing from groupings based on individual physical or spiritual differences to different task groups that cooperate to maintain a healthy society for all.
- Human rights, social justice and peace teaching and learning at all levels of formal and professional education.
- Teaching conflict resolution and peace building and maintaining methods in formal education and in all social institutions.
- Educating people about the various cultural groups in society from their perspectives and not just from the perspective of one (dominant) group; the significance of diversity in evolution in general and human adaptation and survival in particular; bringing peace psychology to the school curriculum level to increase tolerant understanding of ethnic groups and the ways cross-cultural coexistence in peace is possible.

- Learning and improving communication skills between and among peoples from different cultural background, remaining curious and identifying ways to work together, using techniques such as zooming out to shift from personalization to seeing problems in relationships and in context.
- Equality in access to all basic needs including education, health, social services and individual rights.
- Paying attention to prevent endogenous ways of living from going extinct; preserving all forms of endogenous living with their culture and language.
- Improving human general well-being.
- Respecting human rights at all times including rough times.
- Developing sensitization programs and advocacy visits to various ethnic groups as part of respect for cultural diversities as programmatic action by Civil Society Organization.
- Changing laws of ownership, changing laws that encourage and even enforce hierarchy of power to laws that enforce equal distribution of power and allow and protect freedom of diversity in ways of living. One example of peaceful dialogue was related to the Israeli-Palestinian conflict which has been worsened by a culture of war. To help a peaceful process parties in conflict could have peace as a requirement for negotiation, zoom out and see all involved as equally respectful human being with equal rights, which then makes it possible to negotiate about the kind of state they may want to establish together, creating either two independent states or one democratic state similar to the United States, to protect the diversity of beliefs and ways of living.

These ways of regaining, maintaining, practicing and perpetuating a culture of peace may be thought of as possible roles for peace psychologists.

In closing, we share an approach to peacework used by Shahin Sakhi in his psychotherapy practice, which incorporates a number of the culture of peace characteristics identified above. According to Sakhi:

In my profession I help people gather information from their automatic projections in order to find and solve the obstacle(s) between them as opposed to seeing each other as the obstacle and acting on their projections.

One rule I use in my practice is to have peace as the requirement for having a debate. Trying to achieve peace through winning a war will only perpetuate culture of war. Therefore, it is of utmost importance to use peace as initial requirement, as the context for debate, and not as something to achieve at the end. I believe that culture of peace can be sustained by making peace the context within which we work on changing the laws of our social relations in order to achieve equal distribution of power among all citizens.

In terms of technique, what I have learned from my professional life is that whenever I have been able to help fighting parties zoom out and see how both parties are caught in a difficult situation it has been easier for them to shift their focus from themselves and each other to find what kind of problem in relationship is causing both pain. This way the two parties in conflict have had a chance to become partners in changing their relationships in order to solve identified problems. Problems are defined as whatever that has been causing difficulty to maintain a friendly peaceful relationship and not the individuals themselves.

Humans have been able to organize and drive their automatic reaction of fear of death into building a power seeking social system and create a perpetual culture of war. Humans are also able to do the opposite: to organize and drive their cooperative abilities not only to help each other, but also to maintain equal distribution of power to individuals in social systems, and even maintain diversity on earth. We cannot and should not get rid of our feelings and emotions: fear, desire, insecurity, envy, and jealousy. We cannot and should not get rid of our differences and diversity in beliefs. We can and should change the rules of the ways in which we allow ownership of natural resources and power.

With the vision that humans are capable of solving arising problems in a peaceful social context, and with the mission to change social laws to create a social relation with equal distribution of power to all citizens, we will be able to maintain and regain peaceful communication regarding arising conflicts, hence able to perpetuate culture of peace.

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EDUCATOR'S CORNER

New Resources for Teaching Peace Psychology: An Invited Paper

Teaching Peace Through Teaching Genocides: “Never Again”

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It has become increasingly important to encourage in students both a sense of civic engagement and a realization that today's citizens are, by necessity, global citizens. We have found that well-targeted interdisciplinary courses bring about an enhanced global understanding and a greater willingness to engage in the world beyond sometimes narrow boundaries. Our interdisciplinary course on the topic of genocides grew out of a realization that, while students are somewhat familiar with the Holocaust, they often have little awareness of other genocides and even less familiarity with the historical and psychological factors that contribute to these tragedies. Our “Genocides” class was developed to expand students' knowledge of genocides beyond the Holocaust.

The primary goals were twofold: First, we wanted to encourage students to expand their knowledge of world governing bodies, strategic alliances between nations, and the political, psychological and historical factors that contribute to a seeming inability to adhere to the “never again” attitude that permeates analyses of most modern-day genocides. Second, we wanted to encourage students to think about a world where peace was possible, if they were willing to work for it in strategic ways.

General Approach

Our individual backgrounds are in psychology and history. Because of this, the structure of the class was informed both by what we already knew, and to some extent, what we wanted to learn along with our students. We also wanted students to have a commitment to the course that is often generated when they are able to drive the discussion in ways that are most beneficial to them. In essence, we wanted a chance to both challenge ourselves and to challenge our students with something that did not fit in a neat box. This was different from our more traditional courses

where there is generally more structure and more of an expectation of what has to be covered, either because of the course description or because the course is a prerequisite for a future experience which demands a particular foundation of knowledge.

Our approach to this course was somewhat freeing. We designed a syllabus which outlined the week-to-week expectations of what we intended to cover and what students would be responsible for preparing ahead of time. The specifics of what we covered, though, were more fluid and were driven, in part, by genocidal events being reported in the news, as well as those topics of particular interest to the students. We used these topics as springboards for introducing both historical context and the psychological frameworks that can be used to understand both past and current genocidal activities.

In a very real sense, we were more interested in having students grapple with difficult issues. The specifics of how that occurred, such as what conflicts were covered and what details were part of the discussions did not get micromanaged as they might in a different type of course.

In total, we had 23 students from a variety of backgrounds that included nursing, psychology, history, business and communications. While all of our students were familiar with upper-level courses, this type of course was different, both in terms of the structure (or lack of it) and the challenge of the material. We spent some time during the first class making clear that the topic area was a grim one, and that students could be expected to be challenged by difficult concepts and sometimes horrifying visuals. In addition, we also worked to structure the class so that the material was not unrelentingly grim. For example, while we had a variety of films detailing a variety of conflicts, we started with more neutral documentaries before diving

into more troubling visuals, and we relied somewhat sparingly on those films across the semester. We invited guest speakers, in part to break up the monotony of our presence, but also because we were fortunate to have speakers with expertise in subjects such as the ethics of genocide and the history of Native American conflicts. And, we designed a capstone to empower students to consider how they might think about either ending a genocide once started, or how they might recognize a brewing conflict and interrupt it before it became a full-blown genocide.

While a detailed examination of all course assignments is beyond the scope of this article, an overview of the types of assignments that we used follow.

In-Class Assignments

We utilized a variety of assignments that were scaffolded to prepare students for the capstone assignment at the end of the semester. Most classes involved a great deal of active participation by students and were organized around a particular theme. For example, we utilized the *Universal Declaration of Human Rights* (as cited in Springer, 2006) to encourage students to think about the terms that are part of the Declaration and how they might be meaningfully defined. In addition, because it is common for students to believe that individual rights are unfettered in the United States, we asked them to think about how those rights are limited, whether we should be doing more to protect some/all of them, and how those rights fare in places elsewhere on the globe.

For another assignment, we utilized the *Convention on the Prevention and Punishment of the Crime of Genocide* document that was adopted by the United Nations General Assembly (1948). We asked students to evaluate the relevancy of the document to today's world. Specifically, we asked them to think about the historical context of the document and then talk as to whether there were

things that needed to be updated, deleted, added or otherwise changed and why this may be the case.

Another assignment required students to wrestle with the ethics of genocide after listening to a presentation on different ethical frameworks. All of these in-class assignments were designed to make students think more deeply about the material and bring them to a point where they could tackle the more major projects in the course.

Book Report/Class Discussion Assignment

Students were required to work in pairs, where each pair of students chose one genocidal conflict to prepare for presentation to the rest of the class. Within the pairs of students, each student read a book on their chosen conflict. The books were suggested (although some students argued successfully for their own chosen alternative), and each student had a book that was either a more historical account of the conflict or a more personal narrative by someone who had experienced the conflict first-hand. Thus, each pair of students brought both history and anecdotal evidence to their class report. The assignment required both a summary of the books for the class, as well as the ability to lead discussion for 30 minutes with prepared talking points, questions, and/or any other type of activity that they thought would generate meaningful discussion.

It should be noted that there were specific points that had to be covered as part of this assignment. Successful completion of the assignment involved analyzing the conflict within the 8 stages of genocide (Springer, 2006) as well as through one or more psychological frameworks that had been presented in class or was known to the students from other sources. By this time in the semester, we had covered a variety of psychological topics to some degree, including (but not limited to) ingroup/outgroup dynamics, authoritarianism, the relationship between prejudice, stereotyping and discrimination, conformity, competition, whether hatred was a normal part of the human experience, and whether hatred was even required for perpetrating genocide.

Capstone Assignment

The capstone of the course required an integration of everything that we had done and discussed in-class, and, in addition, was intended to get students thinking about the future—their future as informed citizens in a global environment who might work for a

more peaceful world. In essence, this was our attempt to make students think in terms of how genocides could be avoided or stopped early in their development (i.e., are there ways to encourage peace and peaceful ways of resolving disputes).

We wanted students to think of these types of issues on a large scale. To encourage this, we had them imagine that they were going to address the United Nations on the topic of genocide. Students were provided some background and then given a scenario where they could imagine that genocide was a topic of discussion and debate on the floor of the United Nations. Their job was to write a policy paper to present to the UN Security Council on some issue surrounding the problem of genocide with recommendations for the Council to consider for adoption. Students were not given particular issues to address, so they were able to consider the topic of genocide from any perspective that interested them, with the expectation that they would consider ways of stopping and/or preventing genocides from happening.

Some possibilities that students considered were changing or adding to the United Nations (1948) document in terms of the definition of genocide, so that atrocities that had historically been beyond the reach of the UN could now be brought under the genocide umbrella and prosecuted. Other considerations were tied to enforcement of existing legal remedies for genocide and its perpetrators, as well as adding conditions under which enforcement was required. Issues of punishment for perpetrators were another direction taken by some students. The issue/s to be addressed were really driven by the students (who again, worked together in pairs, but whose partner was different from the previous book assignment). Conferences were held to ensure that students were on a viable path, but we took pains to ensure that our help was more pragmatic and less conceptual. In addition, students were told that whatever recommendations they made had to be supported and documented and needed take into consideration the concerns of the global community, as well as the interests of members of the Security Council. A detailed rubric was provided to everyone.

To increase the realism of the presentations, everyone in the class was assigned to represent a given country from the United Nations. When not presenting, individuals were expected to listen carefully to the proposals and address comments and criticisms from their country's perspective. Afterwards, a vote

was taken where United Nations members could vote to a) accept the proposal; b) reject the proposal; or c) send the proposal back for revision with feedback.

Student Motivations

In evaluating a class one of the important things to consider is student reactions, and student reactions are driven, in part, by their motivations in taking the class. The class required permission to enroll. Students had to actually want to take the class and make an effort to get the necessary permission. The class was also cross-listed as an honors class, so many students in the course were honors students with motivation to do well and attain a good grade. Many students also revealed an interest stemming from wanting to know more about topics they heard about on the news and in conversation but about which they did not know enough to hold a knowledgeable conversation. Other students simply wanted to take something that was different and sounded interesting. A remaining few students liked the idea of a course in which student grades were not based on exams.

Overall Reactions to the Course

The overall reaction of students was generally positive. Students liked the opportunity for choices in assignments; they liked the lack of tests and most liked the discussion format. The generally high level of participation in discussions on a weekly basis seemed to support this notion. The topics each week were broad and free ranging enough as to encourage many who might have otherwise remained silent. Students responded well to being pushed out of their comfort zone with the topics and questions we explored. While this might not always be the case, it worked well in this class because of some of the self-selection that took place when students signed up.

Students generally felt the balance of material between history and psychology worked well, and they also liked not racing from one genocide to another. The students also did not feel overwhelmed with constantly watching, reading or discussing the horrifying details of genocides. Our assignments and approach were designed to avoid just a chronological march through each genocide and also to balance the horrific nature of the topic with more basic discussions about why genocides happen, and more importantly, what can be done to stop or prevent them. This is best illustrated in the final UN assignment.

Students did at times acknowledge difficulty in deciding how to process all the material

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since there were no tests and no set direction for each discussion. Setting clearer goals for the class at the beginning and maybe within each class period might help address this feeling to a degree. On the other hand, to a certain degree this kind of student response was what we desired because we wanted them to take more control of their learning.

Possible Changes

The overall reactions to the assignments varied, depending on the specific assignment. The in-class assignments were generally seen as helpful and not onerous. The book presentation/class discussion projects generally went well, in part due to students choosing the basic topics and having a range of books from which to choose. Not all groups excelled at this project, however, and when that happened, it was for lack of following of directions and for not engaging with the material but simply summarizing. Most of the students who did not do well on this assignment seemed to understand what we wanted from them more after the fact. One way to address the lack of engagement may be to model for the students what we are looking for in a book presentation/discussion assignment. We have considered taking one of the genocides ourselves, and following our own directions to create one model of how this project might work. The danger, of course, is that students might think that what we do is the only way the project could be done.

The most mixed reactions came in response to the United Nations assignment at the end of the course. For many it was overwhelming;

they thought it was too much work, and they really did not know what to focus on. We intentionally gave them little direction on what topic they should tackle, but we gave them a lot of guidance in terms of the format that the project should take. In some sense, we were surprised by them feeling unsure of the directions. It actually seemed like the volume of guidance we gave them was what overwhelmed them. In retrospect we might have provided the details in two parts to help them digest the material (i.e., present the concept of the assignment earlier, so that there is more time for students to narrow their ideas about the project, and then later present the format details that a U.N. presentation typically takes). We also quickly realized that the next time the course is taught, we would need to lessen the number of classes spent on the book assignments and start the UN assignment earlier. At the very least, we need to create some additional time between the two assignments. With having only two major projects for the class, the spacing and timing of when they are due becomes particularly important.

Finally, some students easily saw the connections between psychology and history, while others struggled. The history was always easier to incorporate and focus on while the psychology took more work. This is an area where we have begun reflection on how to approach this a bit differently. Incorporating the psychological questions and concepts more concretely and clearly will result in some changes in how we deal with outside readings and maybe in offering some framing questions for parts of the weekly discussion. Students did appreciate being provided out-

lines of the assigned psychology readings to ensure that they were not missing key ideas in their reading.

All in all, matching the course to student expectations and motivations, while difficult, can help in both designing a new course and in then assessing the success or failure of the course from both student and faculty perspectives.

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on the lives of individuals. The simplicity of this virtual project also points to the feasibility of scaling up services, preferably locally and with service provided by Chadian nationals. Work is underway to examine the viability of such scale-up and the possibility of training local health-workers who could offer mental health services virtually or physically to the most vulnerable in N'Djamena as well as remote areas of the country, with support offered by Skype from Montreal. Future research needs to examine the role of traditional healers in local health seeking behaviors and the feasibility of their involvement in mental health care.

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PEACE PSYCHOLOGY IN ACTION: Setting up a Virtual Psychology Clinic in Chad

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This manuscript discusses the growing need for mental health services in a low-income country, Chad, and details the process of setting up and running a virtual mental health clinic in N'Djamena. The purpose of this pilot project was to a) offer psychological services to individuals living in a low-income country and b) to examine the feasibility of virtual mental health clinics in Chad. As of this writing, the virtual clinic outlined is the only source of psychological services available in the country.

“Mental health represents one of the last frontiers in the improvement of the human condition” (Desjarlais, Eisenberg, Good, & Kleinman, 1995). Nearly 20 years after the call for an international movement to prioritize mental health and despite tremendous gains in reducing the global burden of mental disorders through changes in policies, research, and service (Collins et al., 2011), Chad continues to face seemingly insurmountable obstacles in health delivery with no available resources for mental health. Chad is not alone in facing high rates of morbidity and mortality associated with scarce effective health care, but may be unique in its history and the gravity of problems given its rich natural resource sector (e.g., oil).

Before describing the project it would be valuable for the reader to gain an appreciation of the current political, social, and health conditions in Chad which may be important determinants in the potential advantage of a virtual rather than an “actual” clinic with physical infrastructure. The observations that follow are not criticisms of the country or its systems or attempts at fault-finding. Rather, it is an illustration of the situation and the difficulties this region is facing.

Chad is a land-locked north-central African country neighbouring Niger, Nigeria, Libya, the Sudan, the Central African Republic, and Cameroon; with a current population of 11.2 million (Worldbank.org). The GDP per capita is \$610 and GDP growth is at -1.6%. The poverty ratio is at 43.3%; with 80% of the population living on less than \$1.00/day. Average annual income per capita is estimated at US \$250 with marked disparity

between rural and urban areas. Chad gained its independence from colonial occupancy of France in 1960 and has since faced political instability and frequent conflict between different ethnic factions and violent uprisings. The country is in its early stages of attempting to instil democratic processes in its politics and governance but continues to face repeated setbacks. Chad is ranked 163rd out of 169 countries on the 2010 United Nations Human Development Index.

The country's capacity of health services is persistently overstretched due to the scarcity of medical and financial resources; with very low priority accorded to mental health. The over-extended health system, including aid organizations, must cope with urgent crises of severe infant malnutrition, dwindling food supplies, and water shortages that exacerbate outbreaks of disease including measles, meningitis, and cholera epidemics (World Bank, 2010a). Project reports from aid agencies such as UNICEF and Doctors Without Borders attest to the logistical challenge faced by aid groups related to a multitude of problems stemming from weather, security, inaccessible roads, and transportation (Doctors Without Borders, 2012). Given the plight of millions, the effort and costs involved, and the high rates of morbidity and mortality, it is understandable that mental health has taken a back stage.

Most international aid organizations face obstacles in project and fund management. Given the political instability, projects are routinely stopped and dismantled. For example, during the 2008 civil unrest the capital was attacked by rebels leading to a relatively long period of major insecurity. During this time, many aid projects' buildings and materials, including vehicles, furniture and files, were set on fire and destroyed by rebel factions. Although many aid projects were re-assembled once security returned, considerable momentum had been lost and much had to be restarted (World Bank, 2010b).

Chad continues to lag behind other sub-Saharan African countries in health, water and sanitation, social, and education sectors and services. In 2010, there was one doctor

per 41,000 inhabitants nationwide, although within the capital region, N'Djamena, the ratio was 1 per 3,900 inhabitants (World Bank, 2010b). In recent years the government has constructed new health facilities in cities and some rural areas but these have not yet impacted the health service delivery mostly due to an absence of adequate infrastructure and lack of basic amenities. In addition, health workers are unsupported and poorly paid, leading to poor motivation (World Bank, 2010b). There is only one practicing psychiatrist in the country (Nako, 2012). The only medical school (University of N'Djamena) does not offer a program of psychiatry or psychology. Psychological services are non-existent. A psychiatric ward at the General Hospital of N'Djamena is managed by health technicians and only houses patients with severe psychosis. Graduates from the medical school in N'Djamena have less than a rudimentary knowledge of psychiatry and do not screen for common mental illnesses (N. Faregh, personal communication with surgery resident and graduate of University of N'Djamena, 2012).

As is the case with many other African countries, Chad has an alternative system of non-western health care consisting of traditional healers. Treatments offered by traditional healers vary considerably and may include herbal remedies and/or witchcraft, or may consist of interventions against sorcery which is deemed involved in some, particularly psychiatric, illnesses. No information particular to Chad is currently available but ethnographic work with a number of east African tribes describes beliefs in the supernatural causation of illness to be prevalent (Weisz, 1972). Notwithstanding the diversity of specific beliefs, comparable general themes are present throughout most of Africa. Traditional healers offer consultations, remedies (combinations of animal, mineral, or plant compounds) and/or ceremonial rituals to individuals seeking help for illness. Treatments may be effective or carry a placebo effect, may be ineffective, and an unknown proportion may cause harm or death (Weisz, 1972). Many treatments can have ill effects

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on the mental health of treatment seekers; examples include when an individual is believed to be “possessed” and consequently abandoned or ostracized, or when children with epilepsy are shunned from their villages due to the conviction that “spoil brain” is contagious (Weisz, 1972).

Nevertheless, the traditional healers play a useful function in tribal society and their methods can be socially reinforcing and likely meet certain social or mental health needs given the frequent involvement of the family through the long process of examination and provided support (Harris, 1957). Whereas the western medical system may view traditional healers as uneducated or frauds, the traditional healer is often respected as shrewd and skilled (Weisz, 1972). Hence, despite an absence of western style psychiatric services in Chad the mental health arena is not a vacuum.

Virtual Clinic

The virtual psychology clinic in N'Djamena is currently offering services on a small scale. Services are offered free of charge and currently are limited in scope and reach. The objective is to offer services that are primarily educational, respectful, and mindful of the cultural context, seeking deliberately not to import western ideology to the extent possible. The service provider has long standing and general familiarity with the culture.

Setting: The setting consists of two offices, one in Montreal, the other in N'Djamena. Both are privately owned. Each office is equipped with a computer and a voice-over-internet protocol software (Skype), headphones, and a microphone. Both computers run on Windows platform, have Skype accounts and are identified by a unique Skype name. Only voice is used; occasionally the Skype instant messaging is used for clarification when the voice quality is particularly poor. In addition, the offline instant messaging and occasional telephone calls are used between the two offices for administrative purposes. The connection in N'Djamena is via Wi-Fi provided by a tower located in Cameroon, the connection in Montreal is through a local internet service provider. The language of communication is French. Consultations are on Sundays for two to three hours. Plans are underway to set up a second office to allow consultations on Saturdays.

Project Staff: There are currently five people involved in this project. All project members offer their services pro bono publico. This

manuscript's author provides psychological services including psycho-education to patients in N'Djamena. An internist working at the Montreal General Hospital offers medical consultations to the project when and if needed. In N'Djamena, a locally trained surgeon is available for medical consultations and to provide assistance in case of an emergency (suicide risk). The N'Djamena office is managed by a coordinator who offers technical assistance and makes arrangements for appointments. The office rental, use of computer, and internet fees are currently donated by the coordinator, who additionally acts as the cultural mediator between the two offices. Work is underway to recruit a transcultural psychologist or psychiatrist to join the project team in Montreal.

Service users: Service users are primarily known to and enrolled by the coordinator. They are selected based on psychosocial problems and mental health needs. They arrange for their own transportation to the N'Djamena office on Sundays. Female patients often arrive to their appointment accompanied by their families including young children and babies. A group of young women facing marital difficulties (abandonment, difficult divorces, child custody issues) has been referred to our clinic by “Association des femmes juristes du Tchad.” This group is currently on the waiting list.

Operation: The virtual clinic has been running for one year. Since the start of the project seven (four female) patients received initial assessment and follow-up services for a total of 60 hours. Not all available service days and hours could be used due to technical difficulties, electric outages, cancellations without prior notice, and weather. The remaining available service time was spent at N'Djamena-Montreal virtual project meetings for service coordination and trouble shooting.

Results

Although the clinic has been functioning for only one year and provided services to a select few, lessons have been learned and a number of general conclusions can be drawn. In particular, observations pertaining to “topics of discussion” have been collected and are useful in understanding the potential effectiveness of the work of the clinic.

Topics of Discussion: At the beginning of each session the provider invites service users to introduce the topic of discussion. Based on confidential session notes, a classification system was developed to discern the general

theme brought in to the session. The themes are as follows: work-life balance; couple and marital problems; parenting and extended family concerns, intimacy and sexual problems; physical health problems, financial problems, boundaries (lack of); alcohol abuse; and witchcraft. Expressions of male superiority, expressions pertaining to improvement in well-being due to use of service, and provider's attempts at psycho-education were also recorded as topic categories.

The proportions of total instances each topic was involved in sessions are shown in Table 1. Psycho-education was used in nearly all sessions. The topic most often discussed by service users pertained to work-life balance, followed by marital problems. Witchcraft was the least discussed topic and involved problems related to traditional healers or beliefs in sorcery. Spontaneous user expressions about usefulness of sessions generally occurred after the third appointment, comprising half of all sessions.

Table 1: Topics of discussion & percentage of sessions (%) devoted to each topic

Topic of Discussion	%
Psycho-education	89.0
Work-life Balance	76.2
Couple and marital issues	62.5
Physical health problems	50.0
Extended family problems	45.8
Boundaries	37.5
Expressions of male superiority	33.3
Financial problems	33.0
Intimacy and sex	13.0
Alcohol use	13.0
Witchcraft	12.0
Improvement since last session (spontaneous expression)	50.0

Table 2: Administrative Issues Reported

Administrative Issue	%
Communication	
No connection	4.2
Poor connection	20.8
Acceptable connection	50.0
Good connection	12.5
Patient punctuality	79.2
Weather disruptive to session	12.5
Cancellations by patients	14.3
Cancellation by team members	1.0

Lessons Learned: Administrative details about patient punctuality, the quality of Skype connection and its effect on the session, and general observations were recorded (see Table 2). From these a number of conclusions were drawn, presented here as lessons learned.

Privacy: The set up offered little privacy for service users, which did not seem to present a problem for service users who often arrived as a group with other family members. The project coordinator in N'Djamena is usually present during the sessions, as are patient's family members. In the beginning, the coordinator remained in the room with patients and assisted in the therapy sessions. When the topic of patient privacy was discussed with the coordinator, he felt it unnecessary because he was already cognizant of patients' problems. Upon service provider's insistence he eventually agreed to leave the office and wait in the shade of a nearby tree so that he could be available to resolve the rather frequent technical difficulties.

Technical challenges: For the majority of time the Skype connection was poor. Downtime and outages, including electrical outages, were common. The connection was through voice only because the available internet bandwidth cannot support video. Voice was often cut off and the parties could not hear each other. Other problems included dropped calls, voice distortions, and fade-outs in speech, echo and noise. Occasionally the poor quality of connection was disruptive enough that sessions were terminated prematurely and follow-up appointments arranged. Technical problems frequently led to frustration on both sides. Over time both parties learned how to communicate through the "windows of opportunity" between dropped calls or voice fade-outs. For example, salutations were eventually not used with each reconnection; both parties learned to allow for delays in speech; and learned to suppress neutral vowel sounds ("um", "er", "ah") to decrease voice distortions.

Weather problems: Project members and service users in Chad believed the weather affected the internet connection. On very hot days, connection problems were attributed to the weather. The temperatures reached 47° C at the end of the dry season and affected patients' mood, punctuality, and proneness to frustration. Patient's ability to travel to the project office in the afternoon heat was also impacted. During the rainy season, some appointments were cancelled due to rain storms. Most Chadians do not leave their homes during the rain. Although rain is a relatively uncommon event it can last up to several days. After the rain most roads in N'Djamena become treacherous and impassable. Saharan dust storms forced cancellation of all appointments.

Cultural considerations: Although the service provider is familiar with the Chadian

culture and way of life, some cultural issues emerged. On the lighter side, the service provider's occasional suggestions pertaining to self-care, leisure, and family time were at times misguided. For example, when the extreme heat seemed to exacerbate domestic problems for a service user the suggestion that the user consider family swimming activity produced a dilemma because the family members had never learned to swim. Similarly, when it was suggested that "water play" in a shallow pool might be substituted, the family was forced to disclose that they did not own and could not afford to procure swim-suits. When it was suggested that the family spend time by the river instead, the service user pointed out that February was the dry season and hence the river was dried out. The service user was forced to discuss his fear of hippopotamuses who frequent the water holes when it was suggested the family might consider crossing the dry river beds to watering holes.

The role of the coordinator was intuitively expanded from coordination and technical support to that of cultural mediator. After encountering multiple late arrivals and cancellations without prior notice, the service provider introduced policies regarding punctuality and notification, including possibility of service termination. These policies are common in the North-American context and were at first assumed and later expected by the service provider. The sudden policy introduction altered the otherwise "friendly" nature of services and was not well received by service users. The coordinator attenuated the policy, in N'Djamena, by providing a more culturally acceptable message, at the same time mollifying Montreal team members by ensuring better punctuality through frequent phone contacts with service users prior to their appointments. This was done so that if and when service users absented themselves without notification the coordinator was able to present the Montreal team with patients' reasons for canceling.

Not all cultural quandaries were blithe or frivolous. The lower status of women, compared to men, in Chadian society seemed an undisputed conviction and a recurrent theme of dialogue by male patients. No attempts were made to interfere with or rebuke such beliefs but to the extent that these convictions were relevant to difficulties encountered by service users, abstaining from all mediation that could object to these values limited the utility and effectiveness of service.

Beliefs in supernatural powers, curses, and the power of witchcraft to induce illness

and death were encountered in a severely depressed and traumatized service user and presented the most problematic cultural issue faced by the project team. Given the objectives of the project, service user's beliefs were not challenged even though they represented the salient presenting problem. Instead, services to this person were limited to simplified psycho-education in areas of peer communication and parenting. When these proved inadequate, sessions were temporarily stopped until the project team could find guidance and supervision in transcultural psychology. The option of including a traditional healer in the therapeutic process was considered by the team but not pursued. Given the dearth of empirical findings in this domain and the potential for increased harm made the utility of such an alternative uncertain.

Conclusions

Overall, very little therapeutic resistance was encountered. The remarkable absence of resistance seemed to indicate the possibility that service users considered themselves mere recipients of information, or that they maladaptively accorded more authority and influence than the provider sought. To counter this possibility, the service provider offered routine reminders of the nature of her role as a consultant and the suggestive nature of statements for service users' consideration and reflection.

The recency of the clinic and the present necessity of a selection-bias in choosing service users along with the small number of users and fewness of actual hours of therapy are all limitations that prevent an empirical examination of findings. Yet, these initial observations are promising and point to the feasibility of virtual clinics that can be employed relatively obstacle-free and not subject to political instabilities and insurgencies with their considerable negative impact. As predicted, transcultural considerations were imperative to project goal accomplishment; moreover this project revealed the important and rather straightforward role that a cultural mediator can play locally (in this case the work of project coordinator) which came to be more important than initially assumed.

It is evident that mental health intervention has the potential to affect the overall health of the individual, with potentially important consequences on overall societal well-being. This case illustration of a virtual clinic points to the fact that very small interventions with limited private funding can have an impact

Continued on page 24



Division 48 APA Council Representative Report

Kathleen H. Dockett, University of the District of Columbia

The February 2013 Council of Representatives (CoR) meeting involved a number of initiatives related to our values and concerns as peace psychologists. These included initiatives on gun violence prevention designed to position APA in the post-Sandy Hook legislative environment; a substitute New Business Item reconciling APA policy regarding national security work of psychologists; creation of a new APA Center for Psychology and Health; OEMA's *Ethnicity and Health in America Series*; and an agreement among the National Ethnic Minority Psychological Associations and APA to enter into an inter-organizational "Federation" of equal status relationships with shared governance. My report elaborates on some of these key initiatives. My Co-Representative for Division 48, Eduardo Diaz, addresses in his report the other "big ticket" item which is the Good Governance Project (www.apa.org/about/governance/good-governance/index.aspx).

COUNCIL ACTIONS OF INTEREST

Substitute NBI: Reconciliation of Policies on Psychologists' Work in National Security Settings.

At the February 2013 Council meeting, William J. Strickland and I submitted a substitute New Business Item (NBI#25C), *Reconciliation of Policies on Psychologists' Work in National Security Settings*, to replace the initial draft policy (NBI #33A) submitted August of 2012. This work represents the efforts of the APA Member-Initiated Task Force chaired by Linda Woolf, Kathleen Dockett, and Julie Meranze Levitt of Division 48, Laura Brown (Division 56), and William J. Strickland (Division 19). The NBI policy draft II and the more detailed Task Force Report are available at www.unifiedpolicytaskforce.org

Since the submission of the initial draft, the Task Force has significantly revised and reorganized the policy document based upon comments and recommendations received through a two-stage review process. The first stage was a select consultant review and the

second stage was an open, public call for comments.

In the first stage, a Call for Consultants was sent in mid-June 2012 to a broad range of constituencies for individuals to review the draft reconciled policy. The call went to APA Divisions; State, Provincial, and Territorial Psychological Associations (SPTAs); four Ethnic Minority Psychological Associations (EMPAs); Psychologists for Social Responsibility (PsySR); the Coalition for an Ethical Psychology; some international psychological organizations; and to psychologists involved in the national security sector. The goal was to draw upon a broad base of expertise to develop a coherent and useful APA policy that represented a reconciliation of existing policy. The second stage was launched in early January 2013 with the announcement of a second draft policy available for open public review. We especially wish to thank those who served as consultants in commenting and providing meaningful recommendations on the policy document.

Documentation of the Task Force process and products are posted on the Task Force website (www.unifiedpolicytaskforce.org). There you will find the "Calls" for review, the list of consultants who were either appointed by their organizational unit or volunteered, the feedback of consultants, and the first and second draft policy documents (NBI #33A and NBI#25C and accompanying Task Force reports). We wanted the process to be transparent and involve two stages of review prior to submitting for Council review and action. In this way we planned to avoid the process problems associated with the development of the PENS report policy.

The goal of the Member-Initiated Task Force was not to develop "new" policy but rather to create a reconciled, unified, comprehensive policy document that would replace the large body of existing APA Policy related to torture, professional ethics, detainee welfare, and interrogation in the national security context. Existing policy dates back 27 years

and includes five Council resolutions (1986, 1987, 2006, 2007, 2008), the PENS report policy of 2005, and the membership petition resolution of 2008, as well as the 2010 altered Ethical Standards 1.02 and 1.03.

The main motions of the NBI are: (1) to approve the reconciled policy, rescind the 2005 *Report of the Presidential Task Force on Psychological Ethics and National Security*, and to archive the 2007 Council Resolution, *Reaffirmation of the American Psychological Association Position Against Torture and other Cruel, Inhuman, or Degrading Treatment or Punishment and its Application to Individuals Defined in the United States Code as "Enemy Combatants*, along with its 2008 amendment, and (2) to accept of the Member-Initiated Task Force report.

The proposed policy is now under review by the APA Policy and Planning Board and the Ethics Committee, as well as the Committee on Legal Issues. The item should return for Council action in August of 2013. I encourage you to visit the Task Force website (www.unifiedpolicytaskforce.org) to read the proposed policy in its entirety. You may submit comments or questions to the website, and I trust you will feel free to email or call me (kdockett@aol.com; 202-256-0008) with your concerns.

APA Initiatives and Actions to Address Gun Violence.

In the tragic aftermath of the Sandy Hook Elementary School shooting, APA quickly mobilized staff and member resources to bring psychological expertise to the news media, White House, and Congress. A number of APA initiatives were undertaken, including:

- Advocacy with the White House and Congress for gun violence prevention.
- Formation of three Task Forces: (1) Task Force on Violent Media will conduct a comprehensive review of the relevant scientific literature to evaluate the 2005 APA *Resolution on Violence in Video Games and Interactive*

Media and the 1995 Resolution on Violence in Mass Media in light of recent research findings; (2) Gun Violence Prediction and Prevention Report Writing Group; and (3) Task Force to Develop a New Proposed APA Policy on Prediction and Prevention of Gun Violence which will create proposed new APA policy that would replace the 1994 policy on *Firearm Safety and Youth*. This task force will be staffed by Dr. Clinton Anderson of the Public Interest Directorate, with funding of \$11,700 approved by Council in the 2013 budget. Passage of an updated APA policy likely will take two-three years.

- Public Interest Directorate has an Office of Violence Prevention that is responsible for the dissemination of research-based knowledge and information on violence and injury prevention. It also offers training and technical assistance to professionals and community organizations.

- Divisions of Social Justice (DSJ) is planning to host a hospitality suite panel on gun violence prevention in Hawaii. As the DSJ representative for Peace Psychology, I attended the DSJ luncheon at Council. The group decided to design such a program and asked each representative to poll their divisions to identify a division member who has expertise in gun violence prevention, is going to Hawaii, and would be interested in serving on the panel. The program will be organized around the topic of gun violence in keeping with the importance of this theme in the post-Sandy Hook prevention climate. There is interest in including a global perspective. Please contact me if you are interested.

APA Public Interest Directorate Initiatives

At the Ethnic Minority Issues Caucus meeting at Council, APA's Public Interest Directorate announced a number of initiatives and resources that are relevant to Division 48.

- *The Communicative News Journal*, a quarterly publication of the Office of Ethnic Minority Affairs (OEMA) is now available (www.apa.org/pi/oema/resources/communique).

- *Ethnicity and Health in America Series*, is an OEMA sponsored program designed to raise public awareness of the "health concerns of America's people of color, while highlighting the impact of psychology and psychological

factors on these health concerns. OEMA will highlight a chronic health condition relevant to the ethnic group honored during the following key months: Black History Month in February, Asian Pacific American Heritage Month in May, National Hispanic-Latino Heritage Month in September, and National American Indian Heritage Month in November" (<http://www.apa.org/pi/oema/resources/ethnicity-health/background.aspx>). The purpose is to educate the public regarding the psychology of health and encourage psychologists to take a leading role in addressing the growing health disparities.

EMPA Seats or a Federation (Where do we go from here?)

Many were dissatisfied with the failure to pass the APA bylaws amendment to increase diversity on Council by adding four additional seats for the National Ethnic Minority Psychological Associations (NEMPAs). Former President of APA's Committee on Ethnic Minority Affairs (CEMA) Miguel E. Gallardo addressed this sentiment, quoting from Dr. Martin Luther King Jr.'s "Where do we go from here" (1967) who said, "Let us be dissatisfied until integration is not seen as a problem but as an opportunity to participate in the beauty of diversity."

The question of where do we go from here, has been answered in a meeting of the presidents of EMPAs initiated by former APA President Suzanne Bennett Johnson. The five psychological associations agreed to enter into a collaborative model which they named a federation. The federation would be a form of inter-organizational structure where leaders of the five groups come together in equal status relationships with shared governance. This arrangement was viewed as more valuable than the existing Memorandum of Understanding (MOU) to undertake projects of mutual interest, in that it provides an ongoing structure for sustained collaboration and cooperation.

Official Reports to Council CEO Report

CEO Norman Anderson, PhD, reported on APA's new Center for Psychology and Health. Directed by Anderson, the center will coordinate central office activities to ensure that psychology has a place in the team-focused health care marketplace. The center

will focus on the expanded use of psychological knowledge within evolving health care settings, and on preparing psychologists to use their expertise in such settings. "Psychology has much to offer to improve health care. Whether it's as part of integrated health care teams or working with patients on how stress and emotions can affect their health, psychologists have unique and important contributions to make to improve health outcomes for all Americans," said Anderson. "Our goal for this new center is to make sure our health care system and its patients have access to and benefit from the discipline's expertise."

Communications and Publications: Tools for Research and Practice

As APA realizes more revenue from electronic media-applications than from membership dues, the 2013 investment business plan has vastly expanded, updated, and incorporated e-applications including the release of (1) journal pro- apps; (2) PsycTHERAPY database for training new professionals, demonstrations of psychotherapy with diverse patients, and problems; (3) PsycTEST database of research instruments for measuring concepts and behaviors which has grown from 2500 tests in 2011 to over 11,100 tests as of February 2013; (4) PsycVIDEO and (5) PsycNET Mobile which includes journals for iPad and iPhone; (6) PsycEXTRA expansion quality records, expanded from 30,000 to 50,000; (7) Aries "Editorial Manager" peer review system acquired; (8) Increased journals on the e-platform; 24 already migrated. These are very exciting tools for us as academicians, practitioners, and research-scientists.

A more general summary of Council actions was emailed to you in March and is available in the April 2013 *Monitor on Psychology*.

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



Division 48 APA Council Representative Summer Report

Eduardo I. Diaz

The February 2013 Council meeting was held in Washington D.C. and was dominated by discussions of the Good Governance Initiative, designed to help the organization modify ways of conducting business.

There was a wave of new members that influenced the straw polls taken on this occasion, towards more gradual rather than moderate or radical change. I am one of those who feel we need to change our business practice substantially, but many of my fellow representatives are more cautious, and maybe even more anxious of losing weight for their special interest of choice.

I actually spoke to the group, speaking up for the needs of the public and unrepresented Psychologists. While you elected me as one of two Peace Psychology Division members of Council, I feel that a more comprehensively representative body would approximate the strong APA I feel is needed to satisfy the public interest mission of the Association. You see, more than half of those who have earned a PhD in Psychology are not APA members. In addition, a majority of those coming out of training programs are not completing APA approved internship programs, primarily due an insufficient number of slots available. The current APA is simply not attractive to many who are, or will shortly be, offering professional services to unsuspecting clients and/or students.

I opt for a more inclusive organization, one that would be attractive to Psychologists of every variety. I find strength in diversity and actually want to interact with people that do not think like me. I honestly believe that I have a great deal to learn from those who represent other areas of psychology. I also believe that the public stands to benefit if APA becomes a better advocate for, and protector of, the underserved.

I am weighing taking on additional responsibilities within the current APA governance structure. I am also very active in other worthwhile national and international associations, and most active influencing the lives of my seven grandchildren. I want to see them, and

future generations, engaged in healthy behaviors that are being promoted by a healthy, ethical, professional psychology.

Needless to say, I could go on for a while talking about my views. Suffice it to say that the future of APA will likely be determined in Hawaii, or in the following Council meeting. I was humbled by your trust in me when you named me to this post and I affirm that I will do everything I can to help APA avoid past mistakes while it maintains its current form. I also commit to try to shape its future form to something you and many others would find attractive, and responsive to those we serve.

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

Spirituality and Humanitarian Practices Working Group Update

Steve Handwerker

Humanitarian and Sustainable Initiative in Haiti and Detroit:

Currently, our professional group—Haiti Economic Development and Viability Group—has over 100 members from 12 different countries participating. We aim to share information about initiatives from around the world that can work in economically distressed communities like Haiti and elsewhere. Please feel free to join us (www.linkedin.com/groups?gid=4074096&trk=myg_ugrp_ovr)

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

In addition we are preparing the Green Youth Conference website to host information on the School to School collaborative. We plan to bring this website (www.greenyouthconference.com) to full functioning by early 2013. In addition, we participated in an international conference in June in Miami, FL staged by Community Psychology APA Division 27. This event preceded an international confer-

ence which also took place online in June where humanitarian workers from all over the world joined in with stakeholders and NGO CEO's to discuss and dialogue regarding working paradigms for humanitarian and sustainable projects especially in devastated areas with examples drawn from Haiti and Detroit.

We have one other person and Crystal scheduled to join us for our October 6th webinar and another considering joining us...a psychologist from Turkey who recently joined our professional network. He posted a short bio to the Linked Group. We now are 78 strong in number representing 8-10 different countries. Please welcome him to the group! (www.linkedin.com/groups?gid=4074096&trk=myg_ugrp_ovr)

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

We now have a website manager for the Green Youth Conference website (Samantha) who will regularly update content on the site. We're been reaching out to Grant writing professional in particular to join our Haiti professional group, and support the organizations represented in our professional group by writing grants on their behalf pro bono. We hope to start a working group on Linked In where these individuals can collaborate to look for financial support for Gigi's orphanage.

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

I will meet with a Detroit native who is in the military and happens to be visiting the Hawaiian Islands. I am hoping that he will provide ideas on how best to seed the School to School Collaborative in the Detroit Schools.

REPORTS

The Sorority is still looking for contacts in the Detroit area for us as well.

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

Under another member's auspices there is a Health Care Outreach to the Poor as an Experiential Context for Human Rights Awareness. A partnership shared by a Philippine school (San Agustin Center of Studies, Quezon City) and a Canadian school (Blessed John Paul II High School, Scarborough, Ontario) aims at enhancing human rights awareness at both schools by funding, offering and reflecting upon medical/surgical care for indigent Philippine children.

Other Service Initiatives

As a member of the Professional and Scientific Board of Advisors for The Center for Crisis Management, an arm of the Homeland Security Department, Steven Handwerker is

working with various team to create personal journals reflecting their professions experience, such as a nurse who has provided details from her experience serving in Haiti and procedural guides for the treatment and prevention of PTSD and to support resilience in professionals serving in area in need of support, e.g., where there is extreme poverty, a recent natural disaster.

The Conscientious Objection Project:

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

Interfaith Dialogue: A Rabbi and WG member from Florida will be coordinating public forums and programs locally to create greater visibility for the need and nature of dialoging between the faiths. These programs and projects, including community events are ongoing, and proactively approach religious leaders of all faiths regarding their work for building interfaith harmony within the context of their own congregations and relation-

ship building with other religious groups.

Interested in becoming involved with one of the projects coordinated by the Spirituality and Humanitarian Practices Working Group?

Please contact the group Chair, Steven Handwerker (peacewk@peacewk.org) or 561-447-6700

Would you like to follow the Spirituality and Humanitarian Practices Working Group Listserv?

- To Subscribe to the working group listserv send an email to: SpiritualityAndHumanitarianPractices-subscribe@yahogroups.com
- Or contact the list owner at: SpiritualityAndHumanitarianPractices-owner@yahogroups.com
- Once a member, you may post a message to the group by emailing: SpiritualityAndHumanitarianPractices@yahogroups.com

Thank you for all that YOU do for the cause of peace.

Division 48 Election Results

Gilbert Reyes, Chair, the Elections Nomination Committee

On behalf of 2013 President Rachel MacNair, it is my honor to announce the results of the election of officers to the Executive Committee.

PRESIDENT– Rebekah Phillips DeZalia

TREASURER – Juvia P. Heuchert

MEMBER-AT-LARGE – Gil Reyes

DIVISION REPRESENTATIVE TO APA COUNCIL – Jean Maria Arrigo

I want to thank all who served the division as candidates because it is a generous contribution whenever a member embraces the obligations that will go with serving as an officer. We are fortunate this year, as in many years past, to have a remarkable collection of peace psychologists on the ballot and they all deserve our gratitude. Thank you!

Gilbert Reyes can be contacted at greyes@fielding.edu.

WHEN THE POWER OF LOVE
OVERCOMES THE
LOVE OF POWER



THE WORLD
WILL KNOW PEACE.

SOREN KIERKEGAARD

ANNOUNCEMENTS

DIVISION 48 ANNOUNCEMENTS

Rachel M. MacNair
President-Elect

We have several working groups in the Division 48, Society for Peace Psychology. I want to remind you of them in case summer months bring on a time when you'd like to start participating in one of them. Here are the active ones:

Ethnicity and Peace: 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.

Co-chairs: Kathleen H. Dockett,
kdockett@aol.com and Judith Van Hoom

Feminism and Peace: Works to build connections between feminist scholarship and peace psychology and to integrate feminist perspectives into the life and activities of the Division.

Chair: Linda M. Woolf,
woolfm@webster.edu

Peace and Education: Identifies and promotes application of peace psychology in education at all levels.

Chair: Linden Nelson,
lnelson@calpoly.edu

Spirituality & Humanitarian Practices: Works to identify the values that sustain individuals and societies in their quest for a peaceful and less violent world. The group is interested also in the way that such values inform the practice of psychologists relevant to peacebuilding and violence prevention.

Chair: Steve Handwerker,
peacewk@peacewk.org

Personal Peacefulness

Chair: Gregory Sims, gregory@saber.net

If you'd like to chip in or know about the work of any of these groups, please drop them a line.

Call for Papers:

The Measurement of Violence & Victimization

A Special Issue for *Psychology of Violence*, edited by John Grych and Sherry Hamby

Psychology of Violence invites manuscripts for a special issue on the measurement of violence and victimization, including self-report, observational, and experimental techniques for assessing violence and mechanisms proposed to cause violence. It is our hope that this special issue will help propel the study of violence forward and become a resource for anyone looking for guidance on conducting state-of-the-art research on violence.

Violence research was launched in part by the realization that people would disclose involvement in violence on confidential self-report surveys, whether this involvement involved victimization, perpetration, or both. Many surveys have now been developed to measure violence and related constructs. The field has also seen advances in experimental approaches to the study of violence, from Milgram's obedience experiment to modern techniques such as the Hot Sauce paradigm. Our success in measuring violence has transformed research, intervention, and policy. However, existing measurement strategies have also produced unresolved controversies, such as questions about gender patterns in intimate partner violence and the impact of exposure to media violence. No field of science can rest on its laurels and the need for innovation is ever present.

This issue is intended to address the primary methodological limitations getting in the way of better understanding the causes, rates, and consequences of violence, especially those pertaining to measurement, and to offer potential solutions to these problems. It will focus on all facets of the measurement of violence, including but not limited to those suggested below. We conceptualize violence broadly, including child maltreatment, intimate partner violence, bullying, community violence, teen dating violence, elder abuse, sexual aggression, conventional crime, psychological aggression, suicidal behavior, and stalking, and papers addressing any form of violence are welcome.

Topics may include but are not limited to:

- ▶ New approaches to the measurement of any form of violence or victimization and the mechanisms hypothesized to cause violence.
- ▶ Assessment of aggression and violence in laboratory settings.
- ▶ Innovative methods for studying mechanisms hypothesized to cause violence (e.g., implicit cognitive processes, biological/genetic factors).
- ▶ Measuring violence equally validly across groups that vary by gender, ethnicity, race, culture, sexual orientation or other groups who may experience different rates, risks, and consequences for violence.
- ▶ Developmental considerations in assessing violence.
- ▶ Papers focusing on conceptual or definitional issues.
- ▶ Challenges and approaches for obtaining accurate disclosure of violence & victimization
- ▶ Diagnostic accuracy (such as estimates of sensitivity and specificity).
- ▶ Ethical issues in violence measurement.
- ▶ Reviews of the state of violence measurement within or across sub-disciplines.

Manuscripts can be submitted through the journal's submission portal (www.jbo.com/jbo3/submissions/dsp_jbo.cfm?journal_code=vio). Please note in your cover letter that you are submitting for the special issue. **Deadline for submitting manuscripts is August 25, 2013.** Inquiries regarding topic or scope for the special issue or for other manuscripts can be sent to John Grych, john.grych@marquette.edu, or Sherry Hamby, sherry.hamby@sewanee.edu.

ANNOUNCEMENTS

A New International Open-Access Journal: *The Journal of Social and Political Psychology*

Christopher Cohrs & Johanna Ray Vollhardt, Editors, *Journal of Social and Political Psychology*

We would like to introduce you to a new peer-reviewed international journal that is open to submissions from peace psychology and that was launched in November 2012: the *Journal of Social and Political Psychology (JSPP)*. JSPP publishes articles at the intersection of social and political psychology that substantially advance the understanding of social problems, their reduction, and the promotion of social justice. It also welcomes work that focuses on socio-political issues from related fields of psychology and encourages submissions with interdisciplinary perspectives.

JSPP is comprehensive and integrative in its approach. It provides a forum for innovation, questioning of assumptions, and controversy and debate, and aims to give creative impetus for academic scholarship and for applications in education, policymaking, professional practice, and advocacy and social action. To achieve these aims, JSPP publishes several categories of articles: theoretical articles, review articles, original research reports, commentaries, replications and refinements, and action teaching reports (see <http://jspp.psychopen.eu/about/editorialPolicies>). All published articles are freely accessible from anywhere in the world and there are no author fees.

What is the need for this new journal?

We believe JSPP fills a gap in that it:

- Offers open access and thereby facilitates an equal exchange between scholars, independent of (expensive) institutional subscriptions. Check out a talk by Larry Lessig via <http://vimeo.com/23078677> and another video at www.youtube.com/watch?v=L5rVH1KGBCY about the need for open access.

- Aims to truly diversify and internationalize scholarly exchange beyond the Western world. Check out the composition of our Editorial Board at <http://jspp.psychopen.eu/about/displayMembership/1> and information about the “Buddy System” for non-native English speakers at <http://jspp.psychopen.eu/about/editorialPolicies#custom-0>.

- Publishes research conducted from a wide variety of different epistemological, methodological, and theoretical traditions instead of mainly relying on quantitative experimental work, and thereby allows focusing on a broad range of relevant research questions.

- Provides the space that is needed for in-depth theoretical arguments and thorough documentation of methods and procedures (often limited in the increasingly shorter formats of other journals).

- Emphasizes controversy and debate through a high degree of interactivity among authors and readers.

- Emphasizes the responsibility of scholars to contribute to advancing the understanding of social problems, their reduction, and the promotion of social justice.

For further information, please check out the description of the journal, its scope and policies at <http://jspp.psychopen.eu/about/editorialPolicies#focusAndScope>. We look forward to your contributions! Please register at <http://jspp.psychopen.eu/user/register> if you are interested in submitting a manuscript or being notified about new publications once they are posted online. More than 500 people are already registered users (authors, readers, reviewers), from all around the world.

JSPP also offers the possibility for guest editors to organize special thematic sections. For further information please see the guidelines for prospective guest editors at http://jspp.psychopen.eu/pages/view/special_thematic_sections. Indeed, two special thematic sections are currently in the making:

1. **“Societal Change,”** guest-edited by Colin Wayne Leach, Leda Blackwood, and Andrew Livingstone (see <http://jspp.psychopen.eu/announcement/view/4>). For this special section, after an initial stage of submission of long abstracts, full manuscripts by scholars from the United States, UK, Australia, Canada, the Netherlands, and New Zealand have been invited. The articles are expected to be published in autumn 2013

2. **“Decolonizing Psychological Science,”** guest-edited by Glenn Adams, Tuçe Kurti, Ludwin Molina, and Ignacio Dobles Oropeza (see <http://jspp.psychopen.eu/announcement/view/6>). For this special section, long abstracts have been submitted by scholars from the United States, Australia, Brazil, France, UK, Greece, Guam, India, Indonesia, Malaysia, New Zealand, the Philippines, Portugal, Somaliland, and Spain. The guest editors are currently in the process of reviewing and inviting full manuscripts for submission. Final articles are expected to be published early 2014.

Independent of these special thematic sections, JSPP has had submissions from scholars residing in Canada, Germany, India, Italy, Malaysia, New Zealand, Russia, Sweden, UK, and the United States. We estimate the first papers to be published in May or June.

We hope the new journal will find your interest and support, and we look forward to many submissions from peace psychologists!

MEMBER NEWS

DANIEL BAR-TAL recently had his new book, *Intractable Conflicts: Socio-Psychological Foundations and Dynamics*, published by Cambridge University Press. The book provides a comprehensive, interdisciplinary, and holistic analysis of the socio-psychological dynamics of intractable conflicts. Daniel Bar-Tal's original conceptual framework is supported by evidence drawn from different disciplines, including empirical data and illustrative case studies. His analysis rests on the premise that intractable conflicts share certain socio-psychological foundations, despite differences in their context and other characteristics. He describes a full cycle of intractable conflicts—their outbreak, escalation, and peace-building through reconciliation. Bar-Tal's framework provides a broad theoretical view of the socio-psychological repertoire that develops in the course of long-term and violent conflicts, outlines the factors affecting its formation, demonstrates how it is maintained, points out to its functions, and describes its consequences. The book also elaborates on the contents, processes and involved factors in the peace building process.

STEVE KANOFSKY AND PATRICIA WOOD have published (2011), "American Jews and the Israeli–Palestinian conflict: A Psychodynamically Based Understanding," in the journal *Psychoanalysis, Culture, and Society*, 16(4), 411-430. Please feel free to contact Steve Kanofsky (skanofsky@wi.edu) if you would like to request a copy of the article or to discuss your reactions. Steve Kanofsky and Patricia Wood are faculty members at the Wright Institute in Berkeley. Steve has previously published articles on Control Mastery Theory and its intersection with Narrative Therapy and Family Systems theory.

HERBERT C. KELMAN, the Richard Clarke Cabot Professor of Social Ethics, Emeritus, at Harvard University, received the Gold Medal of Honor from the Federal Capital of Vienna, "in recognition of his significant achievements." The medal was presented to him at a ceremony in Vienna's City Hall on December 12, 2012. Professor Kelman was born in Vienna in 1927, escaped Nazi persecution with his family in 1939, and settled in the United States in 1940.

MILTON SCHWEBEL AND ALICE O' RITTER recently had an Op-Ed published in the *Arizona Daily Star* about the significance of Memorial Day and the importance of peace. A copy of the Op-Ed can be found at: http://azstarnet.com/news/opinion/we-honor-the-dead-and-work-for-world-peace/article_e622dd58-db31-56d6-8138-b611d3734798.html

ERVIN STAUB was awarded the 2013 Ursula Gielen Global Psychology Book Award by Division 52 for his book *Overcoming Evil: Genocide, Violent Conflict, and Terrorism*. The award was established in 2007 to recognize the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession. This book provides a broad overview of Dr. Staub's seminal life-work on the origins and prevention of genocide and violent conflict, and how to promote peace.

Please Welcome Our New Members

If you know any of our new members, please reach out & extend a warm welcome!

Continuing a trend, 90% of our new members are students, so please make a special effort to help them become integrated into and feel at home in our Society. Also, remember to suggest membership to any of your colleagues and students who share our interest in peace and conflict resolution. Please spread the word to your friends and colleagues and direct them to www.peacepsych.org to join us.

NEW COLLEAGUES AND FRIENDS, thank you for joining our collective effort to bring about peace in the world. We count on your energy and enthusiasm to participate in Peace Psychology activities.

NEW MEMBERS (not student members)

Michael Everett, Cottonwood, ID
Frank Farley, Wyncote, PA
Caitlin Femec, Cottonwood Heights, UT
Randall Grayson, Nevada City, CA
Barbara Kelly, Maitland, FL
Kenichi Kubota, Nagoya, JAP
Sean Laurent, Laramie, WY
Alice LoCicero, Cambridge, MA
Bryan Mendiola, Brookline, MA
Allan Rennie, Camberly, UNK
Maricella Roche, Miami, FL
Rodney Stigall, Melbourne, FL
Lynn Waelde, Palo Alto, CA

NEW STUDENT MEMBERS

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Leysa Cerswell, New York, NY
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*"You must be the change you
wish to see in the world."*

~ Mahatma Gandhi

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