

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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**2012 APA Convention
Orlando, Florida**

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From the Editor



Michael R. Hulsizer,
Editor

I would like to thank everyone who contributed to the newsletter. Included is a nice example of student research in peace psychology. Omega N. Perry examined peace education curricula and their usefulness in decreasing aggressive behaviors, building conflict resolution skills, and creating peace within school-aged children. Also included in this issue are some thoughtful articles examining the American Psychological Association’s Presidential Task Force on Psychological Ethics and National Security (PENS). Finally, we also have some great articles illustrating peace psychology in action.

We had relatively few submissions for the newsletter this time around. Please consider sending me your submissions for publication in the fall. Our members like to hear what you are doing in the realm of peace psychology. Please submit your thoughts, announcements, short research reports, and essays for the next edition to the address below by September 30, 2012.

In Peace,



Michael R. Hulsizer, Editor
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peace is possible.

think it. plan it. do it.



Healing the Wounds of Conflict and Violence: Peace Psychology at the APA Convention

Many of us are engrossed in planning for the APA Convention in Orlando and hoping that lots of members of Division 48 will be in attendance at our exciting programs and meetings. Our Program Chair, Rebekah Phillips DeZalia, and Program Co-Chair, Zoi Andalcio, as well as Early Career Chair Scott L. Moeschberger, have put together an exciting program organized around the theme of is “Healing the Wounds of Conflict and Violence.”

One highlight of the program is a presentation and discussion of the film “Soldiers of Conscience,” a 2007 documentary directed by Catherine Ryan and Gary Weimberg. After receiving a viewer’s copy of this film from Luna Productions, I found it to be an engrossing and thought provoking portrayal of how some soldiers experienced war and are moved to oppose violence as a matter of conscience. This controversial and politically charged topic is treated with remarkable balance and without hammering viewers to agree with the filmmakers’ thesis. The format of the session is for a representative of the production company to introduce the film and engage with the audience at the end. I hope members will consider attending this presentation and engaging in a discussion of the issue the film raises.

Another highlight will be an invited address by Robert Macy, PhD, President of the International Trauma Center, who will speak on the topic of Somatocognitive Approaches: Promoting Transformational Healing Experiences with Survivors of War. Dr. Macy is an internationally recognized expert in psychological trauma among children and adults who experience war and other forms of intense violence. There will also be a conversation hour with early career peace psychologists, and symposia on emotions as agents of change, psychology to achieve peace oriented

goals, the intersection of criminal and social justice, healing the wounds of trauma through humanitarian and sustainable interventions, perspectives from the Democratic Republic of the Congo, Kenya, Lebanon, and Romania on achieving peace through forgiveness, political and economic social movements in the 21st century, and a diverse and stimulating poster session. We also hope members will join us in a meeting to commemorate the life and work of peace psychologist Ed Cairns, who was our Division 48 President for 2003.

In the Division 48 Hospitality Suite, which is located in the Hilton Orlando Hotel (exact room not yet assigned), we have an excellent selection of activities lined up. During the daytime, discussions will be held on topics such as human rights, services for refugees and torture survivors, ethnicity and peace, proactive strategies for building peace, gender and peace-building, the Healing and Rebuilding our Communities (HROC) program, and torture.

We also have some excellent evening social programs in the Hospitality Suite designed to bring members together in a spirit of camaraderie. On Thursday and Friday evenings we will view and discuss a selection of documentary films from the Women, War and Peace series (see <http://www.pbs.org/wnet/women-war-and-peace>). One of these films is “War Redefined,” in which women such as U.S. Secretaries of State Madeleine Albright, Condoleezza Rice, Hillary Clinton and other speakers describe how women have emerged as necessary partners in brokering lasting peace and as leaders in forging new international laws governing conflict while challenging the conventional wisdom that war and peace are men’s domains. The other film is “Peace Unveiled,” which follows three Afghan women who organized to make sure that women’s rights would not be traded away in dealings among the U.S. and Afghan gov-



*Gil Reyes,
President;
Fielding
Graduate
University*

ernments and the Taliban. We hope members and guests will join us for evening of snack and vigorous conversations.

Then on Saturday night from 6 – 9 p.m. we’ll host a Reception & Social Hour in the suite, and the next morning (Sunday) from 10 – 10:50 a.m. your elected Members-at-Large (Ethel Tobach and Zoi Andalcio) will be available to members to discuss any issue you may wish to have promoted in the Executive Committee.

Finally, I want to invite all Division 48 members to contact me directly in regard to your interests in participating in a Presidential Initiative titled Global Partners in Peace Psychology. The purpose of this initiative is to increase and enhance collaboration among peace psychologists and others interested in using psychology to promote peace anywhere in the world. Our division is fortunate to have members from many nations and cultures and with this initiative we wish to enlist you in an effort to connect our members with people of shared purpose who can add their unique perspectives to building a global network to promote peace psychology. If you have any interest in learning more about this initiative and how you can participate, please contact me.

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LOOKING AHEAD TO HAWAII IN 2013

For the convention in Hawaii in 2013, the theme is: Outreach with Peace Psychology Insights: Different Methods, Different Constituencies. Phil Zimbardo called for us to “give psychology away to the public.” This is especially cogent for peace psychology, where the very reason for existence of the field is to have an impact in the everyday lives of people as they live in their communities. They can apply conflict transformation skills to their own situations, and they can have a greater understanding as citizens as to how public policy is formed and what to do about it to move it in a more positive direction.

Modern technology offers us many methods to supplement people's interests with knowledge gained from peace psychology research and practice, ranging from simple posting on blogs to online courses and world-wide web conferences. What do we know works well, and what information do we need to make it work well? What pitfalls do we need to avoid?

Different constituencies can include: people inclined to be sympathetic, such as environmentalists and vegetarians; those who are decidedly unsympathetic but clearly interested in the issues, primarily the military; those



*Rachel M. MacNair,
President-Elect*

with special applications, such as parents or political activists; and, most especially, some creativity in outreach to unconventional areas, deliberately breaking down the us-them ideologies rampant in current politics.

Rebekah Phillips DeZalia has agreed to serve a final year as program chair, with a co-chair in training for next year. She has done an excellent job for the past two years. Program proposals will be due in November, so everyone has plenty of time to think of papers and symposia that would best fit the theme, along with other presentations that would also be of value.

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Hawaii 2013

*Outreach with
Peace Psychology Insights:*

*Different Methods,
Different Constituencies*

Let Love Transform you

By Dr Ani Kalayjian

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

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

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

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

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

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

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

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

RELIEF FOR FLOOD-TRAUMA ASSISTANCE

Julie Meranze Levitt, Immediate Past President (2011) and John Gruszkos, Society Treasurer

On the evening of December 16, 2011, Typhoon Sendong hit Northern Mindanao in the Philippines, causing massive river flooding that resulted in the deaths of 1500 people and left 5,000 families without homes. When this happened, Philippine Peace Psychology member Cristina Montiel appealed to our Society, asking if we could help with the financial costs of providing emergency trauma services to survivors. Dr. Montiel is the recipient of the Ralph K. White Lifetime Achievement Award for 2010. We in the Society's leadership asked members to assist Dr. Montiel and the Psychology Department of Ateneo de Manila University in a cooperative venture with another university. The Xavier University is located in Mindanao's Cagayan de Oro City, in the vicinity of the flooding. Ateneo University's Psychology Department, where Dr. Montiel is a professor, provided assistance with needed psychosocial interventions in collaboration with the analogous staff at the Xavier University.

Our Peace Psychology members were very generous in response to this appeal. Individual members provided a total of \$950 to the relief effort. The Society provided \$300 in additional funds, which resulted in an overall contribution of \$1250 for the project. Our funding and others provided for the travel expenses of the Ateneo psychology faculty and students to the stricken region. Funding was also used for meals and training materials for workshop participants being educated to provide assistance to traumatized families. Ateneo is located in Manila, about an hour away by air from the area devastated by the flooding. Dr. Lota A. Teh, Chair, Department of Psychology of Ateneo, has thanked us in Peace Psychology in a letter (May 2012) for contributing significantly to the support of bringing Ateneo faculty and students to the affected area.

The primary role of the Ateneo Psychology Department volunteers was training the on-the-ground NGOs, counselors, church and government workers, and other volunteers who, in turn, were to provide direct psychosocial interventions. More specifically, Ateneo volunteers were supporting the Xavier University Psychology Department's city-wide outreach relief efforts.

Ateneo volunteers provided several kinds of supports: clinicians provided psychosocial training; developmental psychologists concentrated to the needs of child survivors; organizational psychologists helped design organizational systems of relief; and social psychologists focused on political-cultural analytical issues, attending to the community conflicts and cooperation typically seen when a disaster hits. Much of the leadership was provided by Ateneo volunteers. Five teams from Ateneo were sent to Cagayan de Oro City, each team led by a senior Ateneo Psychology Department faculty member. Each team worked for about three days in the affected area; teams were sent from December 2011 to February of this year.

At the end of the Ateneo intervention period, local psychologists, no longer in a normal post-crisis state of personal and organizational shock, were able to take over the relief work. They expressed profound appreciation, as demonstrated in this quote from Dr. Teh's letter to us:

Thank you for all your support for our psychosocial service for (Typhoon) Sendong. We are now helping in the XU ecoville community in Lumbia. We will be doing some training on parenting, stress reactions, grief reactions etc, and we will use the materials that you've shared. Salamat kaayo, Thank you.

Dr. Montiel's Psychology Department, using a training of the trainer model, launched the efforts that have facilitated local workers to continue providing needed services. Several communities are now in a state of recovery, and families that were homeless immediately following the flooding are now recovering. The survivors now have safe places to stay, and are working to reestablish needed connections among themselves and with others in their neighborhoods and in the larger geographical region.

The Society for the Study of Peace, Conflict, & Violence: the Peace Psychology Division of the American Psychological Association is most fortunate to offer help in varied ways in such instances of misfortune. In time of need, our members engage in Disaster and Conflict Management not only in the United States but in many other parts of the world. Among our members are numerous skilled international practitioners who can offer consultation, training, support services and other interventions.

We hope that Dr. Montiel's request stimulates us to think through ways in which our Society's engagement in such times of need can remain part of our regular mission. We need to be prepared to provide support to our members in a systematic way when our members once again reach out to us in the future. President Gil Reyes' direction this year is to establish relationships with groups and individuals world-wide who want to join with us in our Peace Psychology efforts and this initiative is one such example.

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Behind the Scenes at *Peace and Conflict*: Herb Blumberg, The Journal's Bibliographer & Review Editor

Susan Opotow

John Jay College and The Graduate Center, City University of New York; Editor, *Peace and Conflict*

Whether you started reading *Peace and Conflict: Journal of Peace Psychology* since the journal began in 1995 or started more recently, you have read informative, provocative book reviews on peace, conflict, violence, justice, and related topics. You are the beneficiary of the sustained, behind-the-scenes work of the journal's Bibliographer and Review Editor, Dr. Herb Blumberg.

Dr. Blumberg is Reader Emeritus in the Department of Psychology at Goldsmiths, University of London. He has been Visiting Scholar at Harvard University and Visiting Professor at Haverford College. He is a Fellow of the American Psychological Association and the Society for the Psychological Study of Social Issues as well as the Society for the Study of Peace, Conflict, and Violence.

Dr. Blumberg joined Division 48 shortly after its founding in 1990 and has been the journal's Bibliographer and Review Editor without interruption since the journal's first issue in 1995. In his 2010 farewell article in the journal, former *Peace and Conflict* Editor Dick Wagner writes:

Herb Blumberg has been the tireless Review Editor of the journal for its entire run, that is, from Volume 1, Number 1 on. He alone is responsible for the high quality of the reviews we've published. He receives the requests; he solicits the reviews; he edits them and submits them. I never had to worry about the process: Herb handled it all (Wagner, 2010, p. 428).

Dr. Wagner's comment remains true in 2012. In addition to overseeing the publication of book reviews, Dr. Blumberg is the journal's bibliographer, a role he describes as follows:

The task as I've interpreted it is to try to use bibliographic databases, original sources, and other leads in order to try to keep abreast of a fairly broad swathe of current (and past) publications. This can involve developing taxonomies, summarizing key findings, drawing possible conclusions, and perhaps pointing out



what might be missing. Some of this is, for example, manifest in the small groups and peace psychology volumes (e.g., Blumberg, Hare, & Costin, 2006; Blumberg, Kent, Hare, & Davies, 2012) and the terrorism article (e.g., Blumberg, 2002). Given the contemporary "flood" of research, one can wind up attempting to swim in an ocean of material albeit, one hopes, not quite drowning.

Dr. Blumberg is an expert who can look at the field of peace psychology comprehensively and analytically. His early scholarly work focused on social cognitive studies, such as his 1969 paper in the *Journal of Personality and Social Psychology*, entitled "On being liked more than you like." Over time, his interests shifted to group dynamics and, ultimately, to cognitive facets of social interactions. A highly productive scholar for many decades, he has authored or co-authored 50 articles in social psychology and research methods. Since the 1960s, he has co-authored and co-edited several books on non-violent conflict resolution that primarily concern peace, civil rights, and small groups. A recent book, *Small Group Research: Implications for Peace Psychology and Conflict Resolution* (2012, co-authored with Valerie Kent, Paul Hare, and Martin Davies), is part of the Springer Peace Psychology Book Series edited by Dan Christie.

You receive *Peace and Conflict* four times a year, and each issue results from the work of

An Invitation to Members: Review Books and Suggest Books for Review

Dr. Blumberg invites Society members interested in reviewing books for *Peace and Conflict: Journal of Peace Psychology* to send him a brief note (h.blumberg@gold.ac.uk) indicating your areas of interest and expertise. You are also welcome to send him suggestions for a book to be reviewed.

amazing and dedicated scholars who submit papers, review papers, and do behind-the-scenes editorial work that brings each issue to fruition. Herb Blumberg work has enriched all 18 volumes of the journal published to date. He sets a high (and so far unsurpassed) standard for longevity of service to the Society.

Society members who have worked with Dr. Blumberg as a book reviewer, book author, or have been in contact with Dr. Blumberg because of mutual scholarly interests know what a pleasure it is to correspond with someone so astute, efficient, courtly, warm, and generous. He contributes continuity and much wisdom to the Society for the Study of Peace, Conflict, and Violence as well as to the field of peace psychology.

Enjoy the journal! You can visit the journal web page at: <http://www.apa.org/pubs/journals/pac/>. Susan Opotow can be contacted at: sopotow@jjay.cuny.edu.

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The Effects of Peace Education for School-Age Children

Omega N. Perry

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

—Mahatma Gandhi

Peace education is the teaching of attitudes, behaviors, and information to promote harmony with oneself, the environment, and others (Johnson & Johnson, 2005). The importance of peace education is associated with its ability to decrease violence and increase tolerance and interpersonal skills. Lessons taught about peaceful ways of interacting become the curriculum, and this curriculum, in turn, creates the structure and consistency that allows the ideas to become part of how the child engages with others. This paper will focus in the variations of peace education curricula and their usefulness in decreasing aggressive behaviors, building conflict resolution skills, and creating peace within school-aged children.

Peace Education

First, a consideration of definitions of, goals associated with, and actual kinds of behaviors that reinforce in order to achieve a state of peacefulness in thought and action. Peace education can be defined as teaching information, values, attitudes, and behavioral competencies necessary for resolving conflict in the absence of violence and building and maintaining harmonious relationships (Johnson & Johnson, 2005). The objective of peace education is to enable individuals to sustain peace on an individual, group, and international level (Johnson & Johnson, 2005). Peace education primarily targets three aspects of learning, cognitive, behavioral, and affective. Within the cognitive realm individuals are taught the history of peace, philosophies, international concerns, and social and ethnic studies (Johnson & Johnson,

2005). The behavioral aspects of peace education teach individuals about the procedures and skills necessary for conflict resolution and nonviolence (Johnson & Johnson, 2005). The affective part of peace focuses on self-efficacy, self-regulation, as well as values and attitudes (Johnson & Johnson, 2005).

The importance of peace education is based on its ability to aid students in the process of effectively coping with the aftermath of war and/or the presence of conflict and violence in daily lives, as well as its ability to develop the competencies within students that are needed to build and preserve peace within themselves, their families, social networks, communities, countries, and the world (Johnson & Johnson, 2005). There are many factors that prompt educators to teach peace; however, the most pressing, of course, is its necessity as a way to preserve life. In North America alone, violence and hostile aggression is increasing in the school-aged children (Johnson & Johnson, 2005). Boys and girls who display early signs of high levels of aggressive behavior are more likely to continue displaying problematic behaviors (Harachi et al., 2006; Grossman et al., 1997). Conduct disorder is one of the most common diagnoses for children, and is a precursor for antisocial behaviors (Harachi et al., 2006). School peer victimization has increased over the past 10 years, and 30% to 80% of children have become victims of such behavior (Graham, 2010). Children and adolescents in the United States are with greater frequency the witnesses and victims of violent crimes and bullying, increasing their risk for incorporating future maladaptive behaviors (Clayton, Ballif-Spanvill, & Hunsaker, 2001).

It has been suggested that in order to create peace, early intervention for school-aged children is crucial (Grossman et al., 1997; Graham, 2010; Christie et al., 2001). A systemic approach, that is involving children and those in their surroundings, is necessary in order to address the relationships children experience as individuals needing to experiment on their own and when encountering others

and secondly, when they are self-identified members of groups (Christie et al., 2001). Therefore, programs that promote peace in schools should concentrate on the school culture, the school's disciplinary structure, the peace curriculum, and the pedagogy related to teaching in general (Christie et al., 2001). This paper will now address peace curricula and the methods by which peace concepts are taught to students.

The objectives of peace curricula vary from program to program, but many share the goals of teaching skills for antiviolence, conflict resolution, and creating peace (Clayton et al., 2001). These programs, in their unique ways, teach children decision making, emotion recognition, bias awareness, moral reasoning, and acceptance. Antiviolence programs focus on emotion modulation, decision making, social resistance, active listening, and communication skills (Dusenbury et al., 2009). Programs that include conflict resolution address building skills in peer negotiations and mediations, recognition of consequences, and self-awareness (Christie et al., 2001). Children also learn the difference between distributive negotiations which are focused on maximizing personal gain in a win-lose situation, and integrative negotiations that focus on obtaining mutual gain (Stevahn, Johnson, & Johnson, 2002). Programs that include teaching skills in creating peace involve education on diversity, tolerance, and the sharing of resources and ideas (Opatow et al., 2005). Coexistence education focuses on skills involved in creating peaceful environments and methods for combating intolerance, derogatory stereotypes, distrust, and hostilities (Opatow et al., 2005).

Peace Education Curriculum

The next part of this paper will be an examination of several curricula that have been tested for their effectiveness in improving peaceful behaviors. All curricula are developed for school children ranging from prekindergarten through 12th grade.

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STUDENT AND EARLY CAREER RESEARCH

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Preschool

The objectives of the Peacemaker Preschool Curriculum were to teach conflict averting, conflict resolution skills and tolerance (Allen, 2009). This program was created for young children and based on empowering strategies and behavioral learning theory (Allen, 2009). This curriculum consists of five one-hour sessions that take place over a five week span (Allen, 2009). Two trained people teach students in their classrooms. The first lesson's goal is to convey the importance of being caring to others by employing open communication in all settings of the child's life. The second lesson focuses on tolerance and empowering the child to become an independent thinker. The third lesson is about teaching the child to identify her emotions and the emotions of others around her to facilitate conflict resolution and increase self-control (Allen, 2009). The fourth is about preserving one's safety when others who are not employing peaceful behaviors are in one's surroundings. The last lesson teaches students about environmental responsibilities. Each session begins and ends with a peace circle in which the children dialogue about the skills they have learned and how these can be applied in their daily lives. To determine the efficacy of the program, there was a study population of 101 children in an experimental group and 60 children in a control condition, where no training was received. Pre- and post-evaluations results show a significant increase in conflict averting, conflict resolution skills, and tolerance among those who received the training (Allen, 2009).

Elementary/Middle School

The Peacemaker curriculum for elementary school students consists of 17 lessons that are conducted by the teacher (Shapiro, Burgoon, Welker, & Clough, 2002). This curriculum is accompanied by a teacher's manual to assist in all related details for each 45 minute lesson (Shapiro et al., 2002). The program is based on existing interventions within social and developmental psychology, and has been shown to be effective in reducing aggression. The goal of the first sessions is to increase motivation to employ peace making behaviors. This is accomplished by teaching several lessons dedicated to issues related to violence, values, and self-concepts. Next students are taught skills in anger management over sev-

eral lessons, in order to improve students' regulation of emotions and impulsivity. In the lessons that follow, there is focus on problem-solving, conflict resolution, communication, and resisting negative peer pressure. These lessons are taught by utilizing class discussion, role-plays, worksheets, lectures, and class group exercises. Pre- and post-evaluations have been used to examine the effectiveness of this curriculum (Shapiro et al., 2002). The pretests and the peacemaker program took place during the first semester of the school year, which lasted approximately four months, and the posttests were completed early in the second semester. From analysis of the data, it was concluded that there was a significant increase in knowledge about what is reasonable and correct in interpersonal situations, how to handle conflicts, and in addition, a decrease in self and teacher reports of aggressive behaviors (Shapiro et al., 2002).

The School-Based curriculum for sixth grade students is derived from a high school violence prevention curriculum created by Deborah Prothrow-Stith who focused on how to increase low-income African-American children's knowledge of antiviolenence and alternatives to violence (Farrell & Meyer, 1997). This curriculum consists of 18, 45 minute sessions that include non-competitive games, discussion, and worksheets. The first few sessions are designed to build trust and tolerance. The next few sessions are about to educate children about the nature of violence and anger management. These sessions are followed by ones focused on exploring personal values, triggers associated with violence and an understanding of the consequences of violent and non-violent behaviors. Prevention specialists received training regarding how to deliver the curriculum and then sent to six middle schools in different districts in the same region. The results of an analysis of the data indicated a decrease in physical violence and problem behaviors in boys, but there were no comparable effects on the behaviors of girls for the same year-long time period (Farrell & Meyer, 1997).

The Child Development Project (CDP) is a systemic school program that addresses classrooms, schools, and families as part of peace building (Battistich et al., 1996). The goal of the CDP is to build a caring community in which prosocial and intellectual develop-

ments are enhanced (Battistich et al., 1997). The program involves cooperative learning activities, a disciplinary element, and various projects, individual and group, that are presented in class. The various projects occur throughout the semesters (Clayton et al., 2001). The lessons during the school year focus on collaborating on common goals, discussing personal experiences to promote understanding and tolerance, behavior management, developing of social competencies including respect and fairness, and bolstering independent thinking and decision making (Battistich et al., 1997). An examination of the effectiveness of this program was conducted over a three year period across the United States in elementary school in six school districts (Battistich et al., 1996). The results indicate a significant reduction in delinquency between the children taught by this curriculum when compared with the children who were not. Another study, followed students throughout elementary school in three schools (Battistich et al., 1997). This longitudinal study with a diverse population concluded that the students who participated in the program displayed a significantly higher sense of the classroom as a community when compared to students who did not participate in the program. The program also indicated that a sense of classroom community was associated with conflict resolution skills, empathy, self-esteem, and achievement motivations when compared to baseline assessments.

High School

The Conflict Resolution Training is a program that is integrated into high school social studies classes (Stevahn et al., 2002). The curriculum consists of a five week program, with 105 minute sessions that take place every other day. The goals of the program are to teach students what conflict is and how it might present itself. Next students learn negotiation skills, which consist of description of goals, feelings, and their meaning, reversing perspectives, creating optional outcomes that complement both goals, and reaching an integrative agreement. Lastly, students are taught peer mediation skills, which include how to terminate hostilities, how to set up a verbal contract about how they will tackle problem-solving, how to work cooperatively throughout the mediation process, how to facilitate negotiation, and how to write a

confirmation stating the areas of agreements. A study examined the curriculum's effectiveness and its impact on academic achievement. The study included students in four 9th grade classes, in which two received training in their social studies classes and in the other two sections, students were taught the usual social studies curriculum without conflict resolution training. The results of the study show that the students who received training retain the skill set and apply it in school-based conflicts. Also, students who received training displayed higher academic achievement and retained academic information longer than comparison group (Stevahn et al., 2002).

Aggression Replacement Training (ART) is an approach that aims to enhance interpersonal relationships and prosocial behavior (Amendola & Oliver, 2010). Throughout the curriculum, behavior, emotions, and cognitions are addressed to improve problem behavior. In group sessions, the children are taught by observing appropriate modeled behavior, role playing, reinforcement by instructors providing positive feedback of role play performance, and practice in real-life situations. Over a 20 year period, ART has been replicated many times and the results have indicated that the approach is useful (Amendola & Oliver, 2010). In one study assessing the value of ART carried out in Washington State, participants who received training were compared to those who did not participate in training, displayed a significant improvement in targeted skills, i.e., the ability to articulate a complaint, to prepare for stressful communication, to address anger, and to cope with peer pressure (Barnoski, 2004). In California, another study was conducted consisting of 3,482 participants that examined the effectiveness of ART. The results indicated that there was significant improvement in targeted skills and reduction in aggression when compared to participants who did not receive training (Mitchell, 2009).

Limitations of Research and Conclusions

The curricula described in this paper are concerned with three central features of peace education: antiviolence, conflict resolution, and creating peace. The curricula discussed have all been associated with positive results. Unfortunately, there is a problem associated with comparing peace curricula because investigators employ different operational definitions and utilize different strategies. The lack of consistency in terminology and meth-

odology makes comparisons across studies questionable, a phenomenon well known in other areas of inquiry. How to determine what kinds of curricula work best and for which populations continues to be problematic for investigators and educators looking for best practices.

The lack of pre and post-testing and the failure to use control groups within the peace curricula studies also are a limitations within the research. The studies described here, while demonstrating that curricula can be effective, lack the kinds of methodologies that allow one to compare and contrast concepts and methods. The internal validity problems include large participant dropout rates, lack of control group, and too little information about the composition of the participant groups, including their histories, for example, previous school experience, history of emotional difficulties, and the environment of the community and educational setting in which the training programs have been conducted. In addition to internal validity, external validity problems exist, such as the degree to which the sample is homogeneous and can be generalized when the study sample is fairly unique. Each limitation should be addressed in future investigations. To improve external validity, investigators need to apply the training models to many populations to determine how useable the models are for large segments of the population, say, school children in large cities or in various regions of the United States. The studies described in this paper present a good start in identifying useful constructs and practices in peace curricula studies. There is, however, much more work to be done to determine best practices in peace education for our children, who will benefit from good programming in so many ways.

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Announcing New APA Member-Initiated Task Force to Reconcile Policies Related to Psychologists' Involvement in National Security Settings

GOAL: The goal of the task force is to develop a clear, comprehensive policy statement that consolidates existing APA policies into a unified, consistent document. Most importantly, human rights need to be at the forefront of APA policy. The consolidated policy document will highlight the following principles drawn from existing APA policies:

1. Torture is always a violation of human rights and psychologists' professional ethics;
2. Psychologists are always prohibited from engaging, directly or indirectly, in torture or other cruel, inhuman, or degrading treatment or punishment;
3. Abusive interrogation techniques, such as waterboarding and sensory deprivation, constitute torture or cruel, inhuman, or degrading treatment or punishment and are always prohibited;
4. The role of psychologists in unlawful detention settings is limited to working on behalf of detainees or providing treatment for military personnel;
5. There is absolutely no defense to a violation of human rights under the APA Ethics Code.

The Task Force is seeking to create a unified policy that focuses on the Anti-Torture Resolutions, the Member Referendum Vote (i.e., the Petition Resolution), and the 1.02/1.03 Ethics Codes changes that codify human rights as a fundamental tenet of psychology.

Background

The ongoing dissemination of a petition by the Coalition for an Ethical Psychology to annul the Report of the APA Presidential Task Force on Psychological Ethics and National Security (the PENS report) has highlighted the need for a careful examination of APA's large body of policies related to torture, professional ethics, detainee welfare, and interrogation in the national security context. These policies date back 27 years and include five Council resolutions (1985, 1986, 2006, 2007, and 2008) and the membership petition resolution of 2008. In this context, it is also essential to consider the APA Ethics Code

change of 2010, which fundamentally altered Ethical Standards 1.02 (related to conflicts between ethics and law, regulations, or other governing legal authority) and 1.03 (related to conflicts between ethics and organizational demands). These policies state unequivocally that torture is a violation of both human rights and psychologists' professional ethics and is always prohibited.

Currently, there is no integrative document outlining all of APA's policies related to torture, ethics, detainee welfare, and interrogation. As such, many individuals may falsely conclude that the PENS Report represents the final and most authoritative word on psychologist involvement in national security settings. Unfortunately, PENS is flawed and outdated. As such, a consolidated policy document that moves human rights to the forefront of APA policy—a policy that prohibits psychologist direct or indirect involvement in any form of torture or other form of cruel, inhuman, degrading treatment or punishment—must be drafted and disseminated.

Formation of Grassroots Task Force

The Task Force is not a formally appointed task force of the APA. Rather, we are individuals who approached APA about the need for a consolidated anti-torture and pro-human rights policy in relation to psychologists' involvement in national security settings. The APA put us in contact with each other and we are truly a grassroots effort. As a group, we represent a broad range of interests and expertise, including peace, social justice, human rights, trauma, military, law, and corrections.

The task force is chaired by Dr. Linda Woolf (Division 48) and includes the following members: Drs. Laura Brown (Division 35 and 56), Kathleen Dockett (Division 48), Julie Meranze Levitt (Division 48), and Bill Strickland (Division 19). Our primary division af-

filiations are provided solely for identification purposes only and do not imply divisional endorsement.

Ongoing Work and Next Steps

The task force has held several conference calls and begun to develop the draft policy document. It should be noted that the Task Force is not writing new policy but rather consolidating the existing anti-Torture Resolutions, the Petition Referendum, and the changes to the APA Ethics Code. It is anticipated that a full draft document will be completed and widely disseminated for public comment via APA division listservs and via the Task Force website at <http://www.unifiedpolicytaskforce.org>. All materials will be made available on our website for review and comment prior to any discussion/vote by the APA Boards/Committees and the Council of Representatives. We welcome everyone's feedback and participation!

The new comprehensive document will underscore a fundamental principle of APA policy: support for, and protection of, basic human rights by psychologists in all work domains. It is recognized that national security settings represent but one of several work domains that could benefit from further scrutiny and synchronization with the APA Ethics Code change of 2010 and other recent APA policy developments. Yet, this task force and document will focus on policy related to national security settings, with a call for future focused and thoughtful scrutiny of the roles of psychologists in detention settings operating under the rule of law.

For more information, please contact Dr. Linda Woolf, the task force chair, at woolfm@webster.edu, Dr. Ellen Garrison, APA's Senior Policy Advisor and staff liaison for the task force, at egarrison@apa.org, or visit our website at <http://www.unifiedpolicytaskforce.org>

The Call for PENS Annulment

Roy Eidelson, Brad Olson, Trudy Bond, Steven Reisner, and Stephen Soldz

As peace psychologists, we have a duty to assess, in practical terms, whether our contributions actually foster peace; and we have an equal obligation to assess whether at times we have inadvertently helped move the world away from peace, and toward conflict, violence, or harm.

Too few of us realize that psychologists played a central role in the US torture program of the past decade. This role was aided and abetted when the American Psychological Association (APA) convened the Presidential Task Force on Psychological Ethics and National Security (PENS) in 2005. The Report of this Task Force (PENS Report) became the defining document endorsing psychologists' engagement in aggressive national security detention and interrogation operations.

Despite evidence that psychologists acted as planners, consultants, researchers, and overseers to abusive interrogations at Guantánamo Bay Detention Center, Bagram Air Base, CIA "black sites," and elsewhere, the PENS Task Force asserted that psychologists have a "valuable and ethical role to play" in keeping interrogations "safe, legal, ethical and effective," and essentially rubber-stamped their involvement in interrogations. It was eventually revealed that six members of the PENS Task Force were on the payroll of the Department of Defense (DoD) and affiliated with the programs they were mandated to ethically assess. Furthermore, records now document that the military affiliates misled the non-military members on interrogation processes and psychologists' participation in those abuses. When the duplicitous nature of the Task Force process was made public in 2006, the non-military-affiliated voting members, all from Division 48, denounced the process.

Recently, a group of psychologists, most of whom are Division 48 members, working in conjunction with other human rights and mental health organizations, has taken this protest further, and has initiated a call to correct, once and for all, the APA sanctioning of this process which we believe is antagonistic to peace efforts. A petition was initiated calling for the annulment of the APA's controversial 2005 PENS Report, both because it

was created by and for psychologists involved in these interrogations, and because it is the only document issued by any professional association that condones such involvement.

At the time of this writing, 34 organizations and over 2,000 individuals have already endorsed the online petition. Organizational supporters include Physicians for Human Rights, the ACLU, the National Religious Campaign Against Torture, and several divisions within APA. Among the individual signers are many psychologists including distinguished APA members who currently hold or have previously held leadership positions; other mental health professionals; scholar-activists; attorneys who have represented Guantanamo detainees; veterans of the intelligence community; and human rights advocates. The petition organizers are asking other concerned individuals and organizations to join this effort by signing the petition at www.ethicalpsychology.org/pens.

The adverse consequences of the PENS Report are considerable and ongoing. The Report has contributed to significant harm to vulnerable populations by supporting policies that permit abusive treatment. It has badly damaged the reputation of the profession of psychology. It has diminished the APA's commitment to advance psychology "as a means of promoting health, education and human welfare." It has compromised the integrity of the relationship between professional psychology and the security sector. According to some senior interrogators and intelligence professionals, it has undermined national security.

The PENS Report continues to be an influential and authoritative document today within psychology and the national security establishment. For example, the Report has routinely been cited in the military's Behavioral Science Consultant policy memos as supporting psychologists' involvement in the assessment and exploitation of individual detainee "vulnerabilities" for intelligence purposes. The Department of Defense (DoD) disseminates the Report in its instructions to psychologists involved in intelligence operations. The Report has also been adopted, at least informally,

as the foundational ethics document for a nascent movement promoting "operational psychology" as an officially endorsed area of specialization for psychologists. In addition, in the APA Ethics Committee's "casebook" and commentary on psychologists in national security settings, the Report is repeatedly cited as a key resource for ethical decision-making.

A careful examination of the evidence conclusively reveals that the PENS Report resulted from institutional processes that were illegitimate and inconsistent with APA's own standards. Here are several examples (additional information is available at www.ethicalpsychology.org/pens):

- ▶ Six of the nine voting members of the PENS Task Force were on the payroll of the U.S. military and/or intelligence agencies at the time of the Task Force, and five of these six had served in chains of command that had been accused of the kinds of abuses that led to the Task Force's creation. These individuals were united in their support of the participation of military psychologists in national security interrogations, in their accommodation of the Bush Administration's permissive definition of torture in contrast to the stricter definition in international human rights law, and in their support for confidentiality of Task Force process and participation. This biased composition of the Task Force circumvented the group's ostensible purpose, an independent assessment of complex ethical issues.

- ▶ Senior representatives from several APA offices and directorates secretly participated in the weekend Task Force meeting—and their participation remains unacknowledged by APA. Several of these individuals were high-level APA lobbyists working on DoD and CIA funding. These lobbyists represented a substantial vested interest in producing a PENS Report compatible with current DoD policy. Another undisclosed participant, a senior APA staff member who took a lead role in directing the meeting, was

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married to a member of the Guantánamo Behavioral Science Consultation Team, the unit that oversaw intelligence interrogations at Guantánamo.

- Official APA approval of the PENS Report departed from standard procedures. Within days of the meeting, APA's Ethics Committee approved the Report and the Board of Directors then held an "emergency" session to endorse the Report. This action preempted a standard review and vote by the Council of Representatives, the official governing body of APA. In addition, there was little or no consultation with psychologists representing a range of specialties that would be affected by and concerned about the policy, and no period was provided for member feedback. These and other irregularities reveal a disturbing pattern of disregard for established checks and balances central to good governance.
- The Task Force process suffered from multiple transparency issues. The identities of the Task Force members (and high-level "observers") were not included in the Report itself, were not posted on the APA's website, and were not revealed to members of the APA or the press requesting them. The Task Force Chair designated two non-members of the Task Force as the sole spokespersons for the Task Force. A highly unusual confidentiality agreement bound Task Force participants from discussing the process or the Report. These arrangements served to conceal the composition and reasoning of the Task Force and the basis for

its decisions, further limiting informed review by APA members and interested others.

In sum, annulment of the PENS Report is needed not only to correct institutional processes and to set history straight, but also to help protect vulnerable populations from abuse and safeguard the future of professional psychology. The Report is a deeply flawed, misleading, and "made-to-order" document.

It has caused grievous harm to the reputation of psychology in the United States as an ethical profession and has compromised the integrity of the relationship between professional psychology and the security sector. Ethical practice as described in the PENS Report conflicts with the international human rights standards that ought to be the benchmark against which professional codes of ethics are judged. This is especially true for organizations such as the APA, which is an accredited NGO to the United Nations.

Annulment is a crucial first step toward repairing the damage the PENS Report has caused and toward holding the APA accountable for the Report's unethical development and promulgation during a painful and regrettable episode in our profession's history.

As members of Division 48, we are proud that the Division's Executive Committee has endorsed the annulment petition. We urge the Executive Committee and the membership (many of whom have signed the petition individually) to join us in opposing the recently constituted APA-supported Task Force that aims to "reconcile" the PENS Report with other APA policies related to psychologists' involvement in national security settings. It is our belief that this group will further enshrine key PENS policies by including them in its proposed "unified, comprehensive APA policy document." We believe that before APA considers any revisiting of the issue of psychologists' place in national security interrogations, the Task Force Report must be annulled.

To read the statement by the Coalition for an Ethical Psychology detailing the ways in which the new "task force" is a faux response to the widespread call for annulment of the PENS report, please go to the Coalition website, at www.ethicalpsychology.org/pens/Coalition_Rejects_New_Task_Force.pdf. While at the website, we urge you to help undo the harm caused by the original PENS Report by signing the annulment petition.

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"It isn't enough to talk about peace. One must believe in it.

And it isn't enough to believe in it. One must work at it."

~ Eleanor Roosevelt

Critique of the APA Ethics Committee's Casebook for the (PENS) Report

Jean Maria Arrigo (*Project on Ethics and Art in Testimony*) &
Harry D. Wagner (*Psychological Operations Officer for the US Embassy in Saigon, 1966-1968*)

The final report of the 2005 APA Presidential Task Force on Psychological Ethics and National Security (PENS) recommended development of an ethics casebook to instantiate its principles. Amidst controversies and delays, the casebook project fell into the hands of the APA Ethics Committee, which solicited sample ethics cases from the APA membership in December 2007. The vignettes submitted were largely inspired by media accounts of detainee interrogations and detention conditions.

In June 2011 the Ethics Committee posted its responses to 25 vignettes and opened a period of public commentary to July 2012 (see <http://apaoutside.apa.org/EthicsCSS/Public/ViewComments.asp?t=131853>). Among the many rich and provocative comments submitted, two may especially interest Division 48 members (See <http://apaoutside.apa.org/EthicsCSS/Public/ViewComments.asp?t=000944>). Representing Division 19 Military Psychology, Tonia Heffer commented (February 14, 2012) that “these vignettes may lead the uninformed and less knowledgeable reader to believe that these sample cases are everyday occurrences for national security psychologists, while the fact is that these cases are not accurate representations.” Gerald Koocher, 2005 APA President-Elect and a major participant in the PENS process, commented (August 30, 2011): “...I found the tone, language, and content of the responses unfortunately obtuse, legalistic, and not particularly helpful.” He objected that the proposed resolution of cases often required consultation with the Ethics Committee itself, and he doubted its capacity for timely consultation and compliance with security standards. Our commentary (February 27, 2012) substantially agrees with that of Dr. Koocher but carries the critique much further.

Twenty of the 25 vignettes depend for their resolution on operational psychologists seeking consultations as a basis for action. For example, several involve psychologists consulting with the Ethics Committee or unspecified

sources to determine whether particular interrogation techniques or conditions of detention conform to APA policies. However, the Ethics Committee provides no institutional procedures for such consultations.

An excerpt from the oral history of former US Army counterintelligence officer Lawrence Rockwood illustrates obstacles to ethics consultations (Rockwood, 2003, pp. 13-14): First the personnel problem in locating a consultant with appropriate expertise and clearances, then the technical problem of setting up a secure communication, then the career jeopardy to the employee seeking the ethics consultation. Rockwood describes the plight of an army Spanish language interpreter who sought an ethics consultation through his office:

I was working as a counterintelligence officer was in the early nineties, as a special security officer. My job was to make sure people were following procedures. I had a sergeant come into my office. Her job was to intercept radio communications [and translate them from Spanish to English]. She said, “I have an ethical dilemma and I need to talk to a priest.” So I set up a top-secret confession. We had top-secret encrypted phones. First I had to locate a priest with a top-secret clearance, and I found one at Fort Meade. And I had to find his schedule. And then I had to make sure both ends had the right top-secret key so I could encrypt them. And then I let the woman go into my office, and I closed the steel door. And she had confession with the priest, who was a military chaplain. She said, “I feel reassured and settled that I can go back to work and do my job.”

Then a half hour later she was back. Her commander took her off her job. He said he felt he could not trust her continuing her intelligence job. Apparently she had overheard a radio intercept that indicated to her that death squads in a certain country in Central America had access to American intelligence

[communications, suggesting possible U.S. cooperation with death squads].

There are also substantial career risks for operational psychologists in consulting directly with colleagues, if indeed a colleague can be found with suitable clearances for the same operations. In the absence of pre-established APA and military-intelligence protocols, technologies, and facilities for consultations, the advice to seek ethics consultations in high-stakes cases is almost useless.

Similar obstacles thwart psychologists in reporting ethics concerns to authorities, as proposed by the Ethics Committee for resolving 15 of the 25 vignettes. These authorities are identified as superiors, chief psychologists, judge advocates, Inspectors General, and congressional representatives. The Ethics Committee requires psychologists—but not their supervisors or commanders—to be aware of nine relevant APA policies and statements. The ethical concerns to be reported to authorities derive from these APA policies and statements. However, military psychologists are fully trained and deployable soldiers, with “a legally binding obligation to place the military mission first and foremost” (Johnson, 2008, p. 51). The Ethics Committee omits the crucial policy of reference, the “Behavioral Science Consultation Policy of the Department of the Army” (2010), which states:

The [APA] Ethics Code does not supersede applicable US and international law, regulations, or DoD policy.... The Ethics Code pertains only to a psychologist's activities that are “part of their scientific, educational or professional roles” pertaining to the profession of psychology. The Code does not, therefore, have purview over the psychologist's role as a Soldier, civilian, or contractor employee that is unrelated to the practice of psychology. For instance, the dictum for beneficence does not pertain to actions against the enemy in combat.

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Without pre-established DoD and CIA protocols for psychologists to report suspected violations of APA ethics policies, the Ethics Committee's advice to report violations to authorities is impractical and does not resolve the 15 vignettes. Moreover, ethics complaints are apt to be career stoppers. Post-9/11, both high ranking and low ranking military and intelligence personnel, such as Major General Antonio Taguba and Sergeant Samuel Provance, futilely reported abusive interrogations and detention conditions at Abu Ghraib to appropriate authorities. Government retaliation against them was indisputable and widely publicized.

One casebook vignette (#12) specifically inquires about a psychologist who refuses his assignment at an abusive detention center and "is given an unsatisfactory fitness report and denied promotion. If he turned to the Committee for help, what would the committee do?" The Committee response did not address this query. Another vignette (# 24) quotes a psychologist at an abusive detention facility as practicing willful ignorance of wrongdoing in order "to be successful in the intelligence community," and asks the Ethics Committee, "Is such willful ignorance ethical?" Again, the Committee response does not address the query.

The commander of an interrogation unit in the First Gulf War stated that meaningful reporting of psychologists' ethical concerns requires "a separate chain of command that is outside of the tactical command [responsible for the operation]. So they don't answer to the military police brigadier general at Abu Ghraib. They don't answer to the MI brigade commander at Abu Ghraib" (Commander A, 2008).

In addition to a separate chain of command, a standard reporting form and a retention policy for protecting reports against authorized and unauthorized document destruction are necessary (Rockwood, 2005).

In sum, until institutional structures, regulations, and procedures support psychologist consultations and ethics complaints as advised by the Ethics Committee, the Ethics Committee has not meaningfully addressed most of the vignettes submitted, nor the more common and realistic ethical problems overlooked.

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Healing the Wounds of Conflict and Violence

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

Conference and Hospitality Suite Preliminary Program

Div. 48, APA Annual Convention, Orlando, August 2-5, 2012

*Conference programming will take place at the Convention Center.
Hospitality Suite programming will take place at the Hilton Orlando.*

WEDNESDAY, AUGUST 1, 2012

Executive Committee Meeting

1-6:00 pm Peabody Orlando Hotel, Gulf Room

THURSDAY, AUGUST 2, 2012

Conversation Hour: Conversation with Early Career Peace Psychologists

9-9:50 am Convention Center Room W304E

Co-chairs: Rebekah Phillips DeZalia, PhD, Coastal Carolina Community College
Scott Moeschberger, PhD, Taylor University

Symposium: Healing the Wounds of Trauma through Humanitarian and Sustainable Interventions

11-11:50 am Convention Center Room W303C

Steven E. Handwerker, PhD, International Association for the Advancement of Human Welfare, Inc.
Monica Indart, PhD, Rutgers the State University of New Jersey

Symposium: Emotions as Agents of Change

1-1:50 pm Convention Center Room W308C

Fear, Anger, and Anxiety as Agents of Change

Violet Cheung Blunden, PhD, University of San Francisco

Feeling the Positive Emotions of Others and Socially Responsible Behavior

Katherine Lacasse, MA, Clark University

Hospitality Suite: Florida Center for Survivors of Torture and Refugee Services

2-2:50 pm Hilton Orlando Hospitality Suite

Cecilia Yocum – Presentation

Invited Address: Robert Macy

3-3:50 pm Convention Center Room W307B

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

Somatocognitive Approaches: Promoting Transformational Healing Experiences with Survivors of War

Robert Macy, PhD, International Trauma Center

Hospitality Suite: Spirituality and Humanitarian Practices: Working Group (WG)

4-4:50 pm Hilton Orlando Hospitality Suite

Steve Handwerker – Discussant

Hospitality Suite: Women, War and Peace, Part 1

7-8:50 pm Hilton Orlando Hospitality Suite

Gil Reyes – Movie and Discussion

FRIDAY, AUGUST 3, 2012

Symposium: Psychology to Achieve Peace Oriented Goals

- 9-9:50 am Convention Center Room W303C
How Can Psychology Help Save Lives: The Summit Against Violent Extremism
Ian Gargan, MD, MBA, Imagine Health
- City Council in the Nuclear Weapons Business: A Case Study*
Rachel M. MacNair, PhD, Institute for Integrated Social Analysis

Poster Session

- 10-10:50 am Convention Center, West Hall A4 B3
Attachment Theory, Infrahumanization, and Victim Perpetrator Intergroup Phenomena
Laura J. Griffin, MA, Capella University
- Cultures of Peace, Global Cohesion, and Attitudes Toward Immigrants*
Linda Heath, PhD, Loyola University Chicago
- Implementation of a Sport for Peace after School Leadership Program*
Lindsey C. Blom, EdD, Ball State University
- Forgiveness Education with Adolescents in a School Setting*
Suzanne Freedman, PhD, University of Northern Iowa
- Attachment Style and Combat Related Post-traumatic Stress Disorder in Military Veterans and Current Officers*
Tracey Murry, MA, Saint Louis University
- Inviting Peace into our Lives: Insights from Buddhist Teachings*
Zeb Lim, MS, University of Kansas

Symposium: Intersection of Criminal and Social Justice

- 11-11:50 am Convention Center Room W307A
Enforcing the Peace: Police Violence and Human Rights in India
Rachel L. Wahl, BA, New York University
- Gender and Culture Sensitive Therapy for Traumatized Juveniles*
Maria F. Espinola, MS, Nova Southeastern University

Hospitality Suite: What do we mean by Human Rights?

- 12-12:50 pm Hilton Orlando Hospitality Suite
Art Kendall – Presentation

Hospitality Suite: Ethnicity and Peace: What role for peace psychologists? (WG)

- 1:30-3:30 pm Hilton Orlando Hospitality Suite
Kathleen Dockett & Shahin Sakhi – Discussion

Invited Symposium: The Life and Work of Peace Psychologist Ed Cairns

- 4-4:50 pm Convention Center Room W307B
Chair: Michaél D. Roe, PhD, Seattle Pacific University
- Professor Ed Cairns: A Personal and Professional Biography*
Michaél D. Roe, PhD, Seattle Pacific University
- Ed Cairns' Contributions and Influence in the Academy, Scholarship, and Peace Making of Northern Ireland*
Frances McLernon, PhD, University of Ulster, Coleraine, Co. Londonderry, Northern Ireland, United Kingdom
- Ed Cairns' Contributions to Scholarship and Peace Making Around the World*
Brandon Hamber, PhD, University of Ulster, Northern Ireland, United Kingdom
- Ed Cairns' Contributions to Professional Peace Psychology Organizations, the APA Division of Peace Psychology and IUPsyS Committee for the Psychological Study of Peace*
Scott L. Moeschberger, PhD, Taylor University

Hospitality Suite: Recognizing our Student and Early Career Psychologists

- 6-7:00 pm Hilton Orlando Hospitality Suite
A Social Gathering for Peace Division and Student Members
All Are Welcome

Hospitality Suite: Women, War and Peace, Part 2

7-8:50 pm Hilton Orlando Hospitality Suite
Gil Reyes – Movie and Discussion

SATURDAY, AUGUST 4, 2012

Hospitality Suite: Feminism and Peace: Working Group (WG)

9-9:50 am Hilton Orlando Hospitality Suite
Linda Woolf – Discussion

Symposium: Political and Economic Social Movements in the 21st Century

10-11:50 am Convention Center Room W308D
Chair: Zoi A. Andalcio, MS, Boston Public Health Commission

The Emergent Psychology of Mass Social Movements
Gilbert Reyes, PhD, Fielding Graduate University

To Reduce Violence, First Identify Structural Incentives
Hal S. Bertilson, PhD, University of Wisconsin Superior

Fanonian Theory in a Post-Colonial World of Social Protests
Zoi A. Andalcio, MS, Boston Public Health Commission

Hospitality Suite: Proactive Strategies for Building Peace Locally, Nationally and Internationally

12-12:25 pm Hilton Orlando Hospitality Suite
Steve Handwerker - Presentation

Hospitality Suite: Gender and Peacebuilding: The Roles of Civil Society Organizations in Nigeria

12:25-12:50 pm Hilton Orlando Hospitality Suite
Christy Omidiji - Presentation

Hospitality Suite: Healing and Rebuilding Our Communities (HROC) Program

1-1:50 pm Hilton Orlando Hospitality Suite
Cecilia Yocum - Presentation

Hospitality Suite: A Discussion on Torture for Student and Early Career Psychologists

2-2:50 pm Hilton Orlando Hospitality Suite
Rachel Wahl – Discussion

Presidential Address

3-3:50 pm Convention Center Room W311H
Children's Exposure to Violence and War: What Can Peace Psychology Do?
Gilbert Reyes, PhD, Fielding Graduate University

Business Meeting

4-4:50 pm Convention Center Room W311H

Hospitality Suite: Honoring Peace: A Reception & Social Hour

6-9:00 pm Hilton Orlando Hospitality Suite
All are Welcome!

SUNDAY, AUGUST 5, 2012

Symposium: Achieving Peace through Forgiveness Perspectives from the Democratic Republic of the Congo, Kenya, Lebanon, and Romania

9-9:50 am Convention Center Room W303C
Chair: Ani Kalayjian, EdD, RN, Fordham University

ATOP Congo Peace Building, Empowerment, and Forgiveness Projects
Rebecca M. Schaffner, Seton Hall University

ATOP Meaningful world's Humanitarian Outreach Mission to Kenya
Shayla D. Tumbling, MS, Tennessee State University

Long-term Impact of Trauma in Lebanon: PTSD, Coping, Healing, Forgiveness, and Meaning Making
Karin Soweid, MA, Capella University

ATOP Outreach Project to Romania: Ancestral Healing, Forgiveness, and Meaning Making
Georgiana M. Sofletea, BA, Teachers College, Columbia University

Hospitality Suite: Meet Our Members-at-Large

10-10:50 am Hilton Orlando Hospitality Suite
Ethel Tobach & Zoi Andalcio - Discussion

Discussion: Soldiers of Conscience: A Film and Discussion

10-11:50 am Convention Center Room W304D
Gilbert Reyes, PhD, Fielding Graduate University

A NOTE ON: Division Programming

Chad Rummel,

Communications Manager APA Division Services Office

In just a few short weeks, you will be joining your colleagues from the American Psychological Association in Orlando for the 120th Annual APA Convention. As final touches are placed on the convention program, you are probably starting to develop your schedule to maximize your professional development and networking time.

Many divisions provide additional programming through hospitality suites or social hours. While not listed in the official convention program, much of this programming is open to current and potential division members—including you. And while the Convention Program is the official guide to convention, these division schedules may help you navigate the convention in Orlando.

I encourage you to take a few moments to browse the division programming schedules to find additional time to network with your colleagues. Each can be downloaded (to a computer, tablet or smart phone) or printed separately at <http://www.apa.org/convention/programming/divisions/index.aspx>.

Finally, if there's a division you've been thinking about joining, please stop by the Division Services booth in the Member Resource Center at the convention. If you join a division in the booth, you'll be entered for a chance to win an iPod Nano or iPad. Even if you don't win, you might find your next professional home, and we're sure you'll walk away feeling like a STAR!

If you've already found your professional home and aren't looking to join another division, you should still stop by our booth and tell us "Why You LOVE Your Division." I'm sure your response will help "LIGHT up our day" AND yours!

See you in Orlando!

Peace in South Asia, One Youth at a Time

Pritam K. Rohila



Peace Camp in India, Chandigarh

For several decades, South Asia has been plagued with poverty, ethnic conflicts, gender violence, and political unrest. A significant part of the extent and severity of these problems can be traced to the rivalry between India and Pakistan, ever since the latter was carved out of the former in 1947.

India and Pakistan have fought four wars, which resulted in death of about 25,000 soldiers and maiming of almost 50,000. Besides, in the unrest in Kashmir, which continues to be a living symbol of their enmity, nearly 80,000 citizens have lost their lives and about 270,000 more have been displaced.

Another consequence of hostility between India and Pakistan has been the disproportionate expenditure on military. According to one estimate the two nations jointly account for five per cent of world's GDP, three percent of total military expenditure, and ten percent of import of world's conventional

weapons (Bhatt, 2010). After expenses on maintenance and expansion of military and government, very little is left for the basic needs of the citizens for housing, sanitation, education, health, and security against crime and violence.

Also, enmity between India and Pakistan has sustained a virulent jihadi culture and a flourishing conflict economy. Furthermore, it has had negative effect on conditions in and among other South Asian nations. Therefore, for many years, peace activists have focused their efforts on peace between India and Pakistan.

But considering what has been going on within the two countries, for the last several years, it appears that attention must also be directed to peace within India and within Pakistan. Likely, peace within each of the two nations will also help foster peace between them. Hence, earlier this year, we at the Association

for Communal Harmony in Asia (ACHA), changed our course, and initiated our "trickle-up peace" efforts by organizing peace camps for youth in these two countries. ACHA is a, 18 year-old, Oregon-based, nonprofit organization, which is dedicated to promoting peace in South Asia, and harmony among South Asians everywhere. More information about it can be found at www.asiapeace.org & www.indiapakistanpeace.org

We defined peace as a dynamic, multidimensional state of interpersonal relationships within and among individuals and groups, and with the environment, which leads to optimal benefit to all concerned.

Viewed in this way, peace is not limited only to inter-national peace, but also includes personal peace, interpersonal peace, and universal peace. Thus, we believe that by helping individuals to learn to be at peace within themselves and with others around them, and

PEACE PSYCHOLOGY *IN ACTION*



*Peace Camp in Pakistan,
Toba Tek Singh*

to engage in environment-friendly practices, can lead to peace within each nation.

Having conceptualized peace in this way, in January and February 2011, we conducted five two-day peace camps—three in India at Varanasi (U.P.), Chandna Village (Gujarat), and Chandigarh (Union Territory), and two in Pakistan at Karachi (Sindh), and Toba Tek Singh (Punjab).

One hundred and eighteen male and female youth and adults completed these camps. They ranged in age from 17 through 48, and in education from 9th grade through Master's degree.

We taught them ways to relax; deal with their worries; develop self-confidence; think independently and logically; develop empathy; communicate with others; inculcate healthy ways of relating with people around them, handle their own emotions as well as insults, bullying, and abuse by others; and respect and protect environment.

We drew upon our own skills and experiences to develop and impart the curriculum. Also, with the help of local volunteers, we used parts of "Choices and Self-esteem: Learning to Respect Yourself," a workbook authored by the Peace Psychologist Dr. Deri Joy Ronis, which we got translated for India in Hindi, and for Pakistan in Urdu. Besides, we utilized

a few Indian movie songs and the song "I've got peace in my fingers," by Susan Salidor.

Each camp ended with distribution of certificates of participation and the following ACHA Pledge of Peace and Harmony taken by the participants:

"I will not intentionally use my hands or my words to harm anyone; I will treat my sisters and daughters with at least as much love and respect as I treat my brothers and sons; I will treat all my neighbors as deserving of my respect, regardless of their class, caste, sect, or religion; and I will engage in environment-friendly practices in my daily life."

The camps were conducted in cooperation with our local partners, who assumed responsibility for selecting participants, securing venues, providing meals, and arranging for housing for out-of-town participants.

According to the feedback since received from some participants, they felt inspired by what they had learnt to bring about positive changes in themselves, and to promote peace and tolerance in their family, neighborhood, and country. One young man wrote, "I would like to tell you that the best thing about visiting the youth camp had changed my life completely. Whatever I think or do it is done with a positive effect and I am more sensible than I should be at this age."

Even though we could not use more sophisticated techniques, we are encouraged by the response we have received from the participants. We hope to do better next time. Meanwhile, we will try to improve our curriculum and techniques, which move us from "Wish we could" to "Yes, we can" stage. Also we will keep looking for more people-centric and culture-transformative opportunities to pursue our mission of promoting peace in South Asia and harmony among South Asians.

References

Bhatt, S. (2010, October 20). Must change trajectory. Aman Ki Asha. Retrieved from http://amankiasha.com/detail_news.asp?id=300

Note: Our partners in this venture in India were People's Vigilance Committee for Human Rights (PVCHR), Varanasi, U.P.; National Alliance of People's Movements (NAPM); and Yuvasatta, Chandigarh, U.T.; and in Pakistan they were, Pakistan Institute of Labour Education and Research (PILER), Karachi, Sindh; and Ravi Foundation, Toba Tek Singh, Punjab.

Pritam K. Rohila is a retired psychologist and can be contacted at asiapeace@comcast.net.



Amani from Kenya

Rachel M. MacNair, President-Elect

AMANI is the Kiswahili word for peace.

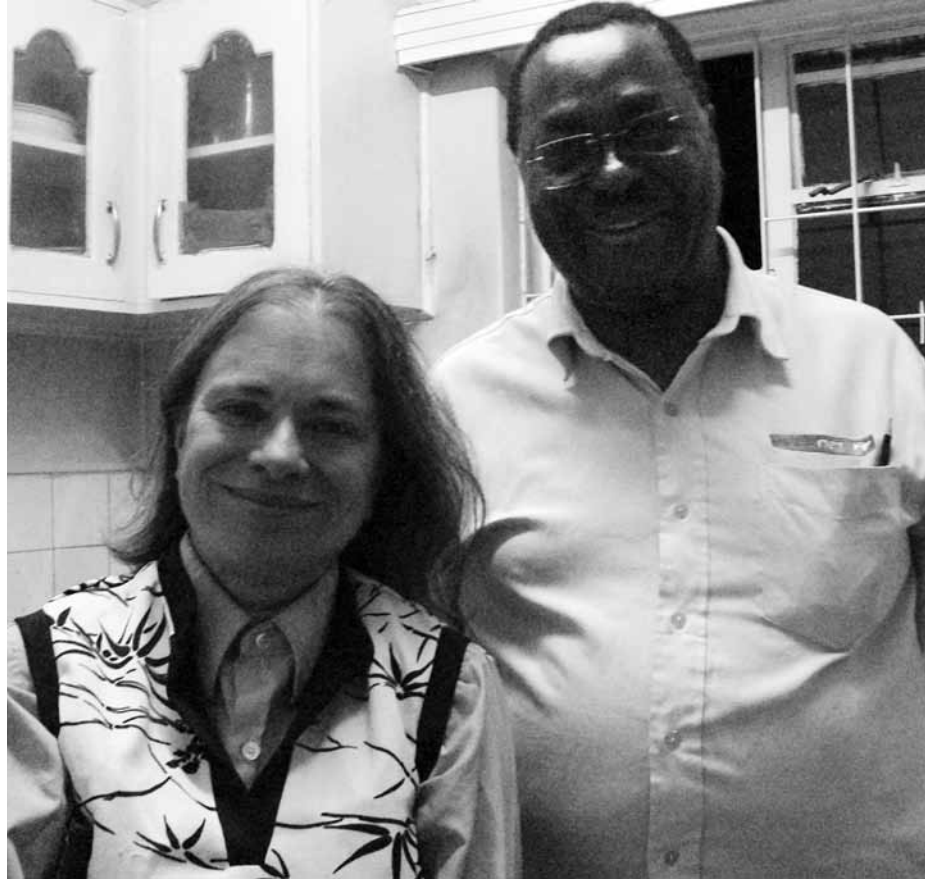
In April 2012, previous Division 48 President Eduardo Diaz and I attended the Friends World Conference, a world-wide collection of Quakers, who as a traditionally pacifist church, have been active in developing nonviolent action. We also both attended tours connected to the conference, and mine was a tour of peace movement activities by Friends in western Kenya. Since this was the part of the country with the most vicious post-election violence in early 2008, they are especially keen to see what can be done in advance to prevent such lethal violence in upcoming elections, probably in March, 2013.

There are four well-defined activities that they showed us:

- ▶ **Alternative to Violence Project (AVP)**—three-day workshops that carefully go over nonviolent problem-solving approaches.
- ▶ **Healing and Rebuilding Our Communities (HROC)**—also three-day workshops, with a one-month follow-up and community celebration, this is form of group therapy that deliberately puts different sides and perpetrators and victims together, so that they can come to understand each other as human beings.
- ▶ **More advanced mediation workshops**, training people to be nonviolent mediators with conflict transformation skills.
- ▶ **An interfaith peace alliance for cooperation with various religious groups.**

That last one got us an enthusiastic tour of the local mosque by an imam who was so clearly delighted at welcoming an interfaith community.

Though the movement is not deliberately using psychology, the use of that discipline is obvious. They experiment on what works well, and experiment on what need to be adapted to local culture from what had worked well elsewhere. What they are doing is something most therapists would find to be sensible approaches. Yet the training is such that local



Rachel MacNair, President-Elect, meets with Kenyan Division 48 member, David Ndeti.

people are trained in days rather than years, and so most of the work is being done by native people rather than the outsiders who originally brought in the ideas.

There is more to this than the book-learning that comes from being well-read in the field. Seeing it in action—in the corrugated steel schoolrooms with no lights to turn on—is an experience worth having, and adds many worthwhile insights. For those not taking the trip and wanting more book-learning by way of the web, their resources (including training manuals) are at www.aglifpt.org. The acronym is for African Great Lakes Peace Initiative—Friends Peace Teams.

I also had the opportunity to meet with a Kenyan Division 48 member, David Ndeti (see photo), for a cordial discussion of the psychological aspects of the Kenyan situation. David and colleagues have done a study on

the post-election violence, currently in journal-seeking stage. He says he is amenable to current Division 48 President Gil Reyes' idea of a world-wide web conference, but for those who gather for it in Nairobi, there would need to be a back-up generator. This may be a concern other places as well, of course, but the technology should work well to get peace psychologists together as a global community.

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ATOP Meaningfulworld Symposium on Preventing Genocide at the United Nations

Natalia Avendano-Garces and Dr. Ani Kalayjian

On 12 April, 2012 the Association for Trauma Outreach and Prevention, with like-minded NGOs & a UN Mission, sponsored an important event held to spread awareness about genocide prevention. This year our symposium was entitled, "Nations Acknowledging their Dark History: Psychosocial, Economic and Cultural Perspectives" which took place in Conference Room E, at the United Nation Headquarters in New York City. According to the United Nations, genocide is crime under international law that must be punished and prevented. The Convention on the Prevention and Punishment of the Crime of Genocide describes it as acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group. The acts that are committed are horrible atrocities which not only end in massive casualties but also cause tremendous psychological pain, economic downfall and a century of conflicts. The conference began with viewing a documentary on the Genocide of Armenians titled "The River Ran Red," by Michael Hagopian, and producer Carla Garapedian. The late Dr. Hagopian's family was also present, including his wife and daughter.

His Excellency, Mr. Karen Nazarian, Ambassador of the Permanent Mission of the Republic of Armenia to the United Nations expressed his gratefulness to those countries that have recognized the Genocide of the Armenians, including Turkish scholars and simply citizens that have realized the significance of preventing crimes against humanity. He ended his brief introduction by stating that "without recognition and condemnation, it will be impossible to develop and implement effective mechanisms of prevention, which is one of the UN's priorities."

Dr. Ani Kalayjian, Chairperson, the Founder and President of ATOP and AASSSG at Meaningfulworld, made a brief presentation providing an overview of the Genocides from 1915 to present. Dr. Kalayjian also presented information on healing modalities, preventive mindfulness, and the 7-step integrative healing model. She ended her presentation with this message "We can destroy and we

*"shared sorrow
is half sorrow,
while shared joy
is double joy!"*

can build. The choice is yours. Where are your seeds, where are you placing them, and how are you nurturing them?"

Dr. Carla Garapedian, Director of Armenian Film Foundation received AASSSG's 2012 Outstanding Achievement Award. She is the narrator of "The River Ran Red" and the project leader for the Armenian Film Foundation's project which digitizes a rare collection of 400 Armenian genocide survivor interviews. These interviews will add to Steven Spielberg's Shoah Foundation Visual History Archive, which holds 52,000 Holocaust survivor interviews.

Krieger Essay Winners also presented summaries of their essays. Krieger Essay Contest is open to high school and college students, writing about what genocide means to them. The winners were: first place: Dana Hamouda, Alec Gurevich; second place: Isabel Bulakh, Faad Asif. Winners were given certificates, as well as \$100 for first place and \$50 for second place winners; college winners will receive \$200.

Dr. Carla Garapedian presented on the economic impact of genocide. Successive Turkish governments have expended considerable energy in denying the Armenian genocide, not only in Turkey itself, but around the world. The effort to deny such crimes against humanity is based on a fear of what the state will have to pay once these crimes are acknowledged. Dr. Garapedian explained that the fear goes back to First World War when the British, French and Russian governments in 1915, warned the Ottoman Government that it would be punished if it continued with its

crimes of humanity against the Armenians. She offered an explanation on how the Turkish laws allowed for confiscation of Armenian properties. With the Abandoned Property Commission, and the Liquidation Commission, the Ottoman State had detailed registers of items, properties and capital confiscated from the Armenian deportees. Churches, homes, bank assets of Armenians were expropriated by the State. During her presentation she mentioned that any country which profits from the spoils of a war crime is culpable, and that guilt does not expire with the passage of time. Now, through court cases in the last 10 years, these assets are becoming the focus of compensation in the United States. It started with the New York Life Insurance case, where Armenians were compensated by a major U.S. Corporation which sat on the proceeds of Armenian assets for decades. In other words, the U.S. Federal Reserve Bank was the recipient of stolen goods. She finalized by asking to the audience what would the modern state of Turkey save now by acknowledging the Genocide? The audience was attentive to her last words, "Certainly it would free itself of the self-perpetuating cycle of denial, and will provide the Turkish Citizens the basic civil right to know their own history, and a nation must pay for its crimes."

Prof. Ervin Staub, PhD, Professor Emeritus and Founding Director of the doctoral program of the psychology of peace and violence at the University of Massachusetts, described some of the influences leading to extreme violence between groups, and avenues to prevention. As Professor Staub explained, individuals and groups change as a result of their own actions, making early preventive actions essential. He described that when a society faces difficult life conditions, or groups are in persistent conflict, basic material and psychological needs of people are not satisfied. Scapegoating another group, creating ideologies that provide hope for one's group but identify enemies who stand in the way of its fulfillment are key influences generating violence. He also mentioned how cultural characteristics such as a history of devalua-



tion of a subgroup of society, and overly strong respect for authority contribute to violence. Emphasis was made on the importance of humanizing members of a devalued group, by words and through significant contact, creates constructive principles that embrace all groups and empower them to work together for a better future. These are both important aspects of prevention and reconciliation. He offered an explanation on the importance of commemorations for healing, especially since remembering the suffering of a group points to a positive future for the community. Acknowledgement by perpetrators, bystanders, and the world in general of a group's suffering has great value for both healing and reconciliation. Unfortunately, because of perpetrators' profound devaluation of their victims, their ideology, and their unacknowledged shame, they rarely and only with great difficulty acknowledge their acts and show regret. Healing perpetrators can make acknowledgment more possible.

Prof. Dennis Papazian, PhD, noted expert on genocide, Professor Emeritus of the University of Michigan Founding Executive Director of the Armenian Assembly of America

in Washington, D.C., Grand Commander of Knights & Daughters of Vartan, emphasized three elements that allow or encourage genocide among any people: sovereignty, nationalism and language. He elucidated that the concept of sovereignty is related to the idea of the "divine right of kings," a concept well-established in history. The king, as representative of the deity, has complete power over life and death of his subject. The king can kill with impunity, having the ultimate right of life or death over his subjects. It is because of the idea of sovereignty, total power within the state, that post-medieval states have legally been known to deal with inconvenient minorities by slaughter and massacre, an act that was not punishable until recent times.

In modern times, nationalism, pre-nationalism, and religious exclusiveness have been some of the drivers of genocide. States kill minorities in part because they are recognizable, they are different, and they are the "other," not forming part of the predominant group which has the power of the state in their hands. He suggested that nationalism and racism are often closely intertwined. He reminded the audience that in certain times and places white people mistreated black people, and in far fewer instances black people have been known to persecute white people, such as in Zimbabwe. But nationalism goes far beyond color racism; it can include various forms of mythical racial purity and the division of people by religion. He offered several examples including Egypt today where the Christian minority is persecuted by the Muslim majority; however, if it were not for the numbers of Muslims they might have become victims of genocide. Language can also be a divisive factor. Often, a linguistic minority can be despised by a linguistic majority and thus persecuted, but more often there must be other distinguishing factors involved that can lead to genocide. Those distinguishing factors are either racism, nationalism, or some combination thereof.

Close to one hundred people gathered to witness this transformative conference. All attendees were eager to learn about preventing genocide, and to be enlightened. Except two people who identified themselves to be from the Turkish Mission, and they attempted to disrupt the conference by standing up & insisting to talk in spite of Chair's kind words asking them to follow proper conference protocol, by writing their questions on a blue index card placed on each chair, to be entertained during the Q & A section at the end of the conference. These two people contin-

ued to disrupt the conference a few times, and when the chair asked for security, he responded yelling arrogantly "We are the security, we own the security, and we pay the security...." And they continued to talk over chair's voice loudly, disrespectfully, & unprofessionally. However, these interruptions did not prevent the rest of the attendees to be enlightened by the humanitarian efforts of the speakers to prevent genocide.

Special gratitude to our Co-Sponsors: The Permanent Mission of the Republic of Armenia to the United Nations, Association for Trauma Outreach & Prevention (ATOP), Meaningfulworld.com, The Armenian Constitutional Rights Protective Centre of Armenia, Armenian American Society for Studies on Stress & Genocide (AASSSG), The Armenian General Benevolent Union, Knights and Daughters of Vartan, the Tekeyan Cultural Association, ARMS of K Corp, Armenian International Women's Association, and Voices for Freedom.

Special gratitude to our organizing committee members: Dr. Ani Kalayjian, Dr. Edmund Gergerian, Dr. Siroon Shahinian, Mr. Harry Milian, Jennifer De Mucci, Katherine Kaze, Marian Weisberg, Rebecca Schafer, Richard Griff, and Georgiana Sofletea.

Association for Trauma Outreach & Prevention, Meaningfulworld is a not-for-profit 501(c)3 charitable organization founded in 1990 & affiliated with the United Nations Department of Public Information. ATOP has been serving communities in distress locally, as well as internationally in over 35 calamities, presented over 1500 lectures, workshops and conferences on healing, psychoeducation, empowerment, transforming generational trauma, creating peace, and visionary leadership. With its innovative 7-step Integrative Healing Model, the Biopsychosocial and Eco-Spiritual Model, ATOP has successfully treated, trained, and transformed generations. ATOP has over 100 publications, 4 books, 7 films, and an ancestral healing meditation CD. Your support is welcomed and much appreciated: www.Meaningfulworld.com

Ani Kalayjian can be contact at drkalayjian@meaningfulworld.com





Division 48 APA Council Representative Spring/Summer 2012 Report

Eduardo I. Diaz

Thank you Peace Psychology Division colleagues for electing me to the opportunity of service as one of two representatives to the Council of Representatives. Kathleen Dockett has more experience working the system and I refer you to her report below to capture the status of many of the issues that may be important to you. I will concentrate my comments on my experience as a newcomer observing the inner workings of a very large and complicated beast of an organization.

My strategy was to listen, listen and listen some more, to the variety of representatives, each there to address a sub-field of Psychology. It brought back memories of my multiple interests as a youthful student. I found it stimulating to engage "the other" Psychologist throughout all encounters at Council.

I was well prepared for the differences I encountered because I have been engaged in interfaith ministry encounters since 1976 and have learned to engage people from very different belief system perspectives with respect. I have learned to maximize my effectiveness by building relationships first.

I confess that I am so new to Council that I am not yet confident to press my colleagues. I do promise you that I will vote my conscious on every occasion. The leadership appears to have women and minorities well represented. The power to set the agenda appears primarily in the hands of the Board of Directors and staff appears to attempt to do the will of the elected leadership.

The organization is a profitable business with but a fraction on income tied to membership. The members that do not belong to a division or State/Territorial body have no apparent representation on Council.

The new member orientation was efficient with emphasis on legal issues and fiduciary responsibilities. APA is being sued by some and is suing others, something common to large organizations.

I want to inform you of my observations by one on one communication where you can hear my voice and I hear yours in real time. I am available to hear from you after my return from Africa on April 30, 2012. Please call my cell phone number, 786-239-2252, so that I can give you a personal briefing on my COR observations. I will be happy to call you directly if you email me your phone number and time availability. Email me at avpmiami@aol.com to initiate that option.

My trip to Africa, especially my experience with the Turkana people in the poorest district of Kenya, has given me a new perspective on my role in life and I will talk to you about how it may influence my decisions at Council. I repeat my thanks for the opportunity to serve and look forward to hearing from you directly.

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



Division 48 APA Council Representative Spring/Summer 2012 Report

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

The Council of Representatives (COR) is the legislative body of the American Psychological Association (APA). It concerns itself with the budget and affairs of the organization; from publications, communications, and convention, to educational, professional and public interest affairs. Given the breadth of its scope, this report will highlight those aspects of the February 2012 meeting that are prin-

cipally relevant to our Society for the Study of Peace, Conflict, and Violence. Beginning with actions taken by COR, to items presented for informational purposes, to official administrative reports, and finally other actions of importance. In the interest of brevity, links to original sources have been provided. And of course, I encourage you to contact me for additional information and dialogue.

COUNCIL ACTIONS OF INTEREST

Report of the 2011 APA Presidential Task Force on Immigration of Past President Melba Vasquez was received by Council. Entitled *Crossroads: The Psychology of Immigration in the New Century*, the evidence-based report addresses psychological factors related to the experience of immigration, with particular attention to the mental and behavioral health needs of immigrants across the lifespan and the effects of acculturation, prejudice/discrimination, and immigration policy on individuals, families, and society. Reports of the task force chaired by Carola Suarez-Aroico can be found at <http://www.apa.org/topics/immigration/executive-summary.pdf> and at <http://www.apa.org/topics/immigration/report.aspx>. Hard copies are available from immreport@apa.org.

Congratulations to the Division of Peace Psychology: Ethnicity and Peace Working Group Task Force on Immigrations which worked collaboratively with the Presidential Task Force. Our task force consisted of Society peace psychologists with expertise in clinical practice, research, advocacy, teaching, expert testimony, and education: Judith Van Hoorn (convenor); Suzana Adams; Louise Baca; Graciela Orozco; Corann Okorodudu; and Albert Valencia, our liaison to the Presidential Task Force.

Report of 2011 APA Presidential Task Force on Diversity and Discrimination of APA Past President Melba Vasquez was received, entitled *Dual Pathways to a Better America: Preventing Discrimination and Promoting Diversity*. The task force, chaired by James Jones, sought to identify and promote psychological interventions that prevent and counteract the deleterious effects of bias, prejudice, stereotypes and discrimination on both victims and perpetrators. For Task Force

members and executive summary, see <http://www.apa.org/pubs/info/reports/promoting-diversity.aspx>

Education and Training of Psychologists in the Use of ICD-10-CM. It is expected that the United States (US) Government intends to implement ICD-10-CM as the USA standard for diagnosis in 2013. It is understood that our psychologists will need training in its use. To meet this need, Continuing Education programming in this area was approved by the APA Board Directors as part of the strategic plan initiatives and will be in development.

APA Involvement in Revising the International Classification of Diseases (ICD-10). Council approved continuing the contract with the International Union of Psychological Science (IUPsyS) through the anticipated completion of the International Classification of Diseases and Related Disorders (ICD) in 2014; and requests that the contract with IUPsyS continue to be reviewed annually by the Board of Directors through completion of the ICD revision in 2014, and renewed if APA is satisfied with the outcomes. There was a call for Divisions to sign onto the petition to revise DSM V, an initiative that the Executive Committee of Peace Psychology signed onto earlier this year.

Resolution on Combination Biomedical and Behavioral Approaches to Optimize HIV Prevention was adopted by Council. Responding to President Barack Obama's National HIV/AIDS Strategy (NHAS) released July 2010, the resolution calls for increased funding for research, government support for public policy to increase training, practice, and research, and for psychologists to "continue to be mobilized to conduct research on strategies for behavioral optimization of biomedical approaches to HIV/STI prevention..." (COR Agenda Item #18)

INFORMATION ITEMS

The creation of a new APA Member-Initiated Task Force to Reconcile Policies Related to Psychologists' Involvement in National Security Settings was announced at the opening Plenary session by COR representatives Bill Strickland (Division 19 Military) and Kathleen Dockett (Division 48 Peace). Responding to issues raised in the

Coalition for an Ethical Psychology's ongoing petition drive to annul the Report of the APA Presidential Task Force on Psychological Ethics and National Security (the PENS report), the goals of the Task Force are:

To replace the PENS report and develop a clear, comprehensive policy statement that consolidates existing APA policies into a unified, consistent document. Policies include Anti-Torture Resolutions, the Petition Resolution (see next item below), and the 1.02/1.03 Ethics Codes changes that codify human rights as a fundamental tenet of psychology. The consolidated policy document will highlight the following principles drawn from existing APA policy.

1. Torture is **always** a violation of human rights and psychologists' professional ethics;
2. Psychologists are **always** prohibited from engaging in torture or other cruel, inhuman, or degrading treatment or punishment;
3. Abusive interrogation techniques such as water boarding are **always** prohibited;
4. The role of psychologists in unlawful detention settings is limited to **working on behalf of detainees or providing treatment for military personnel**;
5. There is **no defense to a violation of human rights** under the APA Ethics Code

The consolidated policy will replace the PENS report, but will not replace the broader 2006 Council Resolution Against Torture and Other Cruel, Inhuman, and Degrading Treatment or Punishment resolution, or the amendments to the Ethics Code, all of which will remain intact as APA policy (see <http://unifiedpolicytaskforce.org>).

The members of this grassroots task force represent a broad range of backgrounds and perspectives. Their primary division affiliations are provided below for identification purposes only and do not imply divisional endorsement. The task force, chaired by Linda Woolf (Division 48), includes: Laura Brown (Division 35 and 56), Kathleen Dockett (Division 48), Julie Meranze Levitt (Division 48), and Bill Strick-

land (Division 19). For more information, see <http://unifiedpolicytaskforce.org>.

Report on APA's Ongoing Efforts to Implement the Petition Resolution was prepared by APA Central Office in December 2011. The Report outlined actions undertaken by APA to implement the petition resolution policy in a manner consistent with the options proposed in the report of the *APA Presidential Advisory Group on the Implementation of the Petition Resolution* [see <http://www.apa.org/ethics/advisory-group-final.pdf>]. In keeping with the advisory group's recommendations, Council adopted the petition resolution as official APA policy at its February 2009 meeting. Council likewise adopted the title for the resolution proposed by the advisory group, "Psychologists and Unlawful Detention Settings with a Focus on National Security." The petition resolution policy prohibits psychologists from working in settings "where persons are held outside of, or in violation of, either International Law (e.g., the UN Convention Against Torture and the Geneva Conventions) or the US Constitution (where appropriate), unless they are working directly for the persons being detained or for an independent third party working to protect human rights" or they are providing treatment for military personnel.

APA Public Interest Human Rights Activities include 1) APA participation in the 2012 Science and Human Rights Coalition of the American Association for the Advancement of Science; 2) an Inter-Directorate Coordinating Group on Human Rights; 3) APA Webpages [see <http://www.apa.org/pi/about/newsletter/2011/08/human-rights.aspx>]. 4) In addition three meeting programs are planned in 2012: a SPSSI symposium; an International Congress of Psychology 2012 presentation "Psychology and the Human Right to Enjoy the Benefits of Science: Report from Interdisciplinary Focus Group Study, chaired by Clinton Anderson, Jessica Wyndham, Margaret Weigers Vitullo; and lastly, an APA Convention 2012 Symposium "Psychology and Human Rights: Issues and Future Directions," with Allen Omoto (chair), Sam McFarland, Corann Okorodudu, and Stephen Behnke.

Psychological Research on Global Climate Change, introduced in February 2010, seeks approval of a plan that would follow-up on the recommendation from the report of the APA Task Force on the Interface between Psychology and Global Climate Change, calling for a governance committee on sustainability. This item is anticipated to return to COR for consideration at its August 2012 meeting.

Value Neutral Language for End-of-Life Choices, a motion scheduled for August 2012 agenda, calls for APA policy to use of value neutral language for end of life choices made by mentally competent terminally ill patients, for example “physician assisted” or “patient directed dying” rather than “suicide.”

Resolution on Aid in Dying, introduced in August 2010 by former Division 48 Representative Judith Van Hoorn, calls for adoption of APA policy that clarifies "the psychological science regarding psychology's involvement in end-of-life care."

Seating of the Four Ethnic Minority Psychological Associations (EMPA). EMPA and APA have committed to working together as equal partners addressing critical issues in psychology and the public interest. Three EMPA-APA memorandum of understandings have been signed for collaborative projects. The motion to request APA by-laws change to allow each of the four ethnic groups to have a seat on Council was deferred to allow for continued dialogue and member education to ensure COR passage in August 2012. Outreach by Divisions is recommended to educate their memberships about the upcoming motion (e.g., that the addition of four seats does not mean a loss of seats for anyone.) We have work to do to help pass this in our own Society.

APA NGO Representation at the United Nations Annual Report. Division 48 (Peace Psychology) past president and former COR Representative Corann Okorodudu, is largely responsible for APA becoming an accredited non-governmental organization (NGO) at the United Nations. APA has maintained its strong presence at the UN, participating within the NGO community, and disseminating information to APA and the psychology community about UN issues and priorities. In addition, APA UN psy-

chologists collaborate with other psychologists to sponsor the annual Psychology Day at the UN, to develop policy recommendations and white papers through a newly-formed Psychology Coalition, and to sponsor informational seminars and briefings. The 2011 theme was “Universal Access to Education,” and the 2012 theme is “Contributions from Psychology to the UN Agenda on Fulfilling the Rights of Vulnerable People.” [see www.apa.org/international/united-nations.]

OFFICIAL REPORTS TO COUNCIL

APA President’s Report

President Suzanne Bennett Johnson announced three presidential initiatives: (1) maximizing organizational effectiveness and engaging the next generation of psychologists; (2) expanding psychology’s role in interdisciplinary health practice and recognition of psychology as a science; and (3) addressing the nation’s obesity crisis. Johnson’s obesity initiative targets alarming rates in the United States and the role psychologists can play in addressing the crisis. For more information about these initiatives, see <http://www.apa.org/about/governance/president/index.aspx>.

CEO Report

APA CEO Norman Anderson reported on the status of each of **APA’s seven strategic initiatives** aimed at achieving three strategic goals over the next 3 years: The initiatives include 1) improved APA business models, 2) increased member communications and engagement by launching an electronic newsletter for APA members; 3) build-out of APA online communities including *psycLINK* release in March; 4) ongoing analysis of the psychological workforce to meet national needs; 5) development and promulgation of treatment guidelines to translate psychological science into health interventions; 6) evolution of the public education campaign to connect the entire discipline of psychology; promotion of opportunities for graduate and 7) continuing professional development to advance psychology in needed health care initiatives.

Two continuing projects include the Good Governance Project headed by Sandra L. Shullman, evaluating our structure and func-

tioning. The second focuses on Investing in APA’s Financial Future—via new publication products, enhanced marketing, infrastructure capacity building.

OTHER COUNCIL ACTIONS

Reviewing Council actions shows how involved APA is in addressing many 21st century concerns. These are too numerous to report here but information can be found at *APA ACCESS* <http://www.apa.org/pubs/newsletters/access/index.aspx> (the new bimonthly online newsletter for all members via email) and Rhea Farberman’s summary in the May 2012 *APA Monitor on Psychology* which Division 48 COR Representative Eduardo Diaz emailed to you in March.

Psychology education was at the forefront of the actions and it is important to mention that there are two actions regarding animal research and care. Of particular interest to us in Peace Psychology are the following: Council approved guidelines for education and training in professional psychology (<http://www.apa.org/ed/graduate/specialize/crsppp.aspx>); for preparation of teachers of high school psychology (<http://www.apa.org/ed/precollege/topss/index.aspx>); and for funding for revising the APA Guidelines for the Undergraduate Major in Psychology. Council adopted revised Committee on Animal Research and Ethics Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research as well as revised APA Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research.

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



Spirituality and Humanitarian Practices Working Group

Steve Handwerker

The Conscientious Objection (CO) Project is moving forward with pursuit of a website from PsySR and Amnesty International. There is a strong beginning interest from both organizations and I am gathering letters from individuals who want to contribute as a voice of conscience. Members of our group are expanding our directions into getting a website posted for CO. Updates will be announced on line through Yahoo groups.

The Interfaith Project continues to evolve through local and national connections with interest groups from the Abrahamic religious traditions. Community events, joint participation from congregations at Holy Day times and panel discussions on a local level characterize some of the activities of this committee comprised of myself and local religious leaders of Palm Beach County. We plan to continue with these projects and expand their visibility in the coming year. The interfaith group is exploring possible opportunities to promote interfaith harmony through the venues of symposia or panel discussions. The county of Palm Beach is our first objective.

The Humanitarian and Sustainable Interventions for the country island of Haiti include the STEM and ART projects for creativity and sustainability. Collecting recyclables at the beach areas and municipal areas is an income producing activity for the individual communities. Student involvement is evolving in the arenas of leadership for sustainability activities and science fairs sponsor sustainable 'inventions' which gain the attention of corporations involved with sustainable technology. Volunteer interest is also evolving amongst the high school student populations of Haiti and Hawaii and also in University settings where advisory team members have contact. Another new development for the Spirituality and Humanitarian Practices Working Group 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), which aims at enhancing human rights awareness at both schools by funding, offering and reflecting upon medical/surgical care for indigent Philippine children.

The key members of the working group are planning to participate in the APA National Convention in Orlando.

To subscribe to the working group listserv, send an email to:
SpiritualityAndHumanitarianPractices-subscribe@yahoogroups.com
or contact the list owner at SpiritualityAndHumanitarianPractices-owner@yahoogroups.com.

Thank you for all that you do for Peace!

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

Division 48 Election Results

Julie Meranze Levitt

Chair, Elections Nomination Committee

Dear members of the Society for the Study of Peace, Conflict & Violence: Peace Psychology Division (48) of the American Psychological Association.

Brad Olson is our new President-Elect, his term as President-Elect beginning on January 1, 2013. Our new Member-at-Large, is John Szura, who also starts his term on that date.

On behalf of the Elections Nomination Committee for 2012, I also want to thank our other two candidates for agreeing to run. We appreciate that Albert Valencia ran for President-Elect and that Kathryn French ran for Member-at-Large. We look forward to finding other places for them in our Society leadership. The elections were extremely close and I am only sorry that all four could not win.

Thanks to all of you who took part in the nominations and election processes.

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

*"Peace is not merely a distant goal that we seek,
but a means by which we arrive at that goal."*

~ Martin Luther King Jr.

Herbert C. Kelman Institute for Interactive Conflict Transformation

On December 19, 2011, the Vienna-based Institute for Integrative Conflict Transformation and Peacebuilding was officially renamed the *Herbert C. Kelman Institute for Interactive Conflict Transformation* and Professor Kelman was elected as its Honorary President. Herbert Kelman is the Richard Clarke Cabot Professor of Social Ethics, Emeritus, at Harvard University and directed (1993-2003) the Program for International Conflict Analysis and Resolution at Harvard's Weatherhead Center for International Affairs.

The Kelman Institute in Vienna is affiliated with the Center for Peace Research and Peace Education at the University of Klagenfurt in Austria. Its primary focus is on conflict transformation and peacebuilding in international and intercommunal relations. Its work follows the tradition of *interactive problem solving*—an approach developed by Kelman and his associates, which is derived from the pioneering work of John Burton and anchored in social-psychological principles, and which Kelman has applied most extensively to the Israeli-Palestinian conflict over the past four decades.

Between 2002-2010, the Institute—under the leadership of Wilfried Graf and Gudrun Kramer—devoted much of its effort to the conflict in Sri Lanka. In the last few years, the center of gravity of its activities has shifted to the Israeli-Palestinian conflict. The Institute now has a hub in Jerusalem and is pursuing a variety of projects in the region. Among other things, the Institute will collaborate in managing and facilitating the current Israeli-Palestinian joint working group organized by Kelman and Professor Shibley Telhami of the University of Maryland.

The Institute will continue to work in other regions of the world as well. Moreover, it will continue a wide range of educational efforts, including academically-based courses in the methods of interactive conflict transformation in Austria, Germany, and Switzerland, as well as capacity building, training, and continuing education in various parts of the world. In this respect, too, the Institute has followed the tradition of Herbert Kelman, whose work has been university-based, has trained several generations of students in the scholar-practitioner model, and has integrated students in all aspects of the enterprise.

PEACE

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

EINSTEIN

Humanitarian Sustainability Initiative

It has been devastating to watch news of tragic human-made and natural catastrophes unfolding in the United States and various other parts of the world, such as the oil spill affecting the Gulf States of the United States and the earthquakes in Haiti and Chile.

All too often, these types of events affect poor people and impoverished communities disproportionately. While we witness human hands, ingenuity, and machinery attempt to address very complex calamities, most people acknowledge that short-term crisis intervention and long-term planning are vital to prepare for large scale environmental disasters whenever possible and to rebuild regions after the initial devastation.

The Humanitarian Sustainability 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 and parts of the United States to achieve self-sustainability.

The Humanitarian Sustainability Initiative seeks cooperative alliances with Psychologists, Social Workers, and other professionals to help educate, treat, and support national and international communities in crises. So far, with 40 plus members, we are seeking more psychologists to join our professional group on linked "Haiti Economic Development and Viability Group" at (http://www.linkedin.com/groups?gid=4074096&trk=myg_ugrp_ovr).

As a professional, you can provide details of your expertise, operations, and products through posting a journal description of your skills, research, on the ground interventions, efforts, and action plans for immediate applications. Professionals can collaborate remotely and/or on the ground to create clinical paradigms for intervention, acknowledgment, and discussion of shortcomings, evolution, and possibilities for idea duplication elsewhere. Values proactively applied include human rights education, post-traumatic relief strategies, and humanitarian methodologies for training the trainers.

For a complete description of the Humanitarian Sustainability Initiative, Please visit the Funders page on Green Hawaii Conferences to watch the brief narrated Power Point presentation by Dr. Steven Handwerker, and read the full summary (<http://www.greenhawaii-conferences.com/Funders.html>).

Please feel free to contact Steven E. Handwerker (peacewk@peacewk.org) or Brian C. Alston (Brian1201@msn.com) directly for more information.

Peace and Conflict Editor, 2013-2016 CALL FOR NOMINATIONS

Nominations are now being accepted for the next Editor of *Peace and Conflict: Journal of Peace Psychology*. The editor will start in June 2013. *Peace and Conflict* is the journal for the Society for the Study of Peace, Conflict and Violence, Division 48 of the American Psychological Association. The journal is a key outlet for scholarly work on peace, violence, and conflict in local, national, and international contexts and is published by The American Psychological Association.

The Editor will need scholarly, editorial, interpersonal, and organizational abilities. He or she will select appropriate manuscripts for publication and will work with the journal's publisher, the journal's editorial board, and the division's publication and executive committees. The editor will work with the publisher to ensure the timely publication of issues, attend Division 48 Executive Committee meetings, and prepare periodic editorial reports. For information on *Peace and Conflict*, please view the journal's webpage at <http://www.apa.org/pubs/journals/pac/>

First review of the nominations will begin September 15, 2012. Interested candidates should submit their resume to Search Committee Chair Richard Wagner (rwagner@bates.edu) and a letter indicating previous editorial experience, their interest in the journal, and names of three referees. Questions may be addressed to Dr. Wagner.

Honoring Our Pioneers in Peace Psychology (DVD)

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

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

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

National Multicultural Conference and Summit (NMCS) 2013

The Society for the Study of Peace, Conflict, and Violence (Div. 48) is one of the co-sponsors of the NMCS held January 17–18, 2013 in Houston, Texas at the InterContinental Houston Hotel—at the Galleria. We also will be holding our mid-winter Executive Committee meeting at this time as well (all members are welcome to attend our meetings).

You can find information on the NMCS on their Facebook page (<http://www.facebook.com/groups/NMCSgroup>) or at the NMCS website (<http://multiculturalsummit.org/>)

MEMBER NEWS

PAUL KIMMEL, Past Division 48 President and Council Representative, will be at the Meetings of the International Congress of Psychology in Cape Town, South Africa in July. Paul Kimmel will be presenting a 70 minute film titled "Doctors of the Dark Side." This documentary, written and produced by psychologist Martha Davis, shows in clear and compelling terms how physicians, psychiatrists and especially psychologists were and are involved in the interrogation of suspected terrorists in dark sites like Guantanamo and Abu Graib.

The presentation and panel moderated by Dr. Kimmel will be part of the general program at the Congress and is likely to be well attended. Paul will be representing International Psychologists for Social Responsibility at these meetings and would welcome ideas and suggestions from Division 48 members, especially those who are going to Cape Town.

Paul Kimmel can be contacted at plkimmel@yahoo.com.

ETHEL TOBACH and **DONNA NASSOR** are scheduled to give a paper at the International Congress of Psychology in Cape Town in July on the militarization of psychology throughout the planet. Please send them any material you may have, eg, newspaper clippings, articles. You can send it by e-mail. If you are going to the ICP, they will be staying at the Peabody Hotel at the Convention Center.

Ethel Tobach will also be talking at the History of Psychology session on Sunday, August 5, at 11 a.m. on the activity of women in the APA. Please contact Ethel if you would like to give her some information on this topic.

Ethel Tobach can be contacted at tobach@amnh.org.

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

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Judith Van Hoorn (see Ethnicity and Peace)

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Judy Kuriansky (see Division 17 Liaison)

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SOCIETY OF INDIAN PSYCHOLOGISTS

Dan Mayton II (see Peace Research)

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Linda Woolf (see Historian/Archives)

MEDIA CONSULTANT

Judy Kuriansky (see Division 17 Liaison)

Please WELCOME the following New Members

If you know anyone interested in Peace Psychology, please reach out and extend a personal invitation. Thanks for joining our collective effort to bring about peace in the world. Please spread the word to your friends and colleagues and direct them to <http://peacepsych.org> to join us. We count on your energy and enthusiasm to participate in Peace Psychology activities.

Melissa Anderson-Hinn, CA
Annabel Cohen, Canada
Katharine Bertolet, PA
Rezarta Bilali, MA
Ipek Burnett, CA
Shaznin Daruwalla, NC
Daniel Davis, OH
Christina DeSuno, WI
Tess Drazdowski, VA
Douglas Emerson, WA
Sadie Forsythe, PA
Shin George, CA
Joseph Grieboski, VA
Melissa Guariglia, CA
Christopher Harrison, CA
Susan Heitler, CO
Lizbeth Hoke, MA
Katherine Lacasse, MA
Kenneth Lewis, GA

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Harold Zullo, NJ

*“You must be the change
you wish to see in the world.”*

~ Mahatma Gandhi

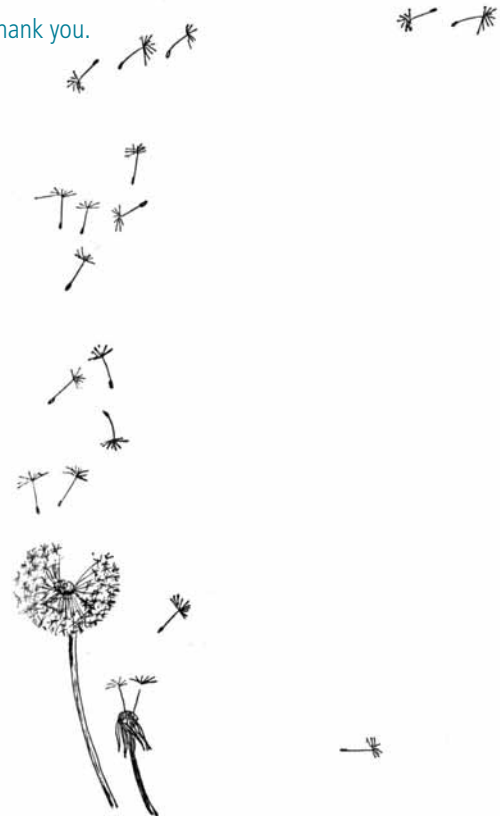
DONATIONS TO THE SOCIETY

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

John Gruszkos, Division 48 Treasurer
7301 Forest Ave., Suite 201
Richmond, VA 23226

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

Thank you.



Help seed peace.

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peace is possible.
think it. plan it. do it.

DIVISION 48 *Website*

Visit the Division 48 web site at: <http://www.peacepsych.org>

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

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

CHANGED YOUR EMAIL ADDRESS?

Send your updated email address to Chad Rummel at crummel@apa.org so that we can insure that you are receiving Society Announcement Messages! Announcements are sent out infrequently but include Voting and Convention information.