

# 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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## 2009 APA CONVENTION **TORONTO**

August 5 – 9

*Creating Peace with Justice*



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## From the Editor

We are in the midst of a historic financial meltdown. In the face of potential lost wages, retirement funds, housing, and mounting insecurity, many of us have tightened our spending—bracing for the worst. It is important to set priorities when cutting back. Taking care of the basics is essential. However, if you do have some discretionary funds, please consider donating to your favorite charity.

During these tough times, demand for charitable services is up but donations are down—by almost 50 percent in some regions. As a result, many groups across the United States, including those in the hardest hit rust belt region such as Detroit, are agonizing over the decision to turn people away. Although times are bad in the United States, particularly among blue collar workers, things are worse in other parts of the world. Unfortunately, charitable giving is down across the board.

It is always difficult to give money in tough times. Finding extra money can be difficult. One way is to cut back on a few of those “must have” purchases which can, in truth, wait until another day. For example, forgo that cup of expensive gourmet coffee on your daily trip to work. The money you save from that purchase alone can go a long way in a developing country. Consider taking that extra money and lending it to an entrepreneur through Kiva—“the world’s first person-to-person micro-lending website.” Kiva enables individuals to “lend directly to unique entrepreneurs around the globe...” empowering them to lift themselves out of poverty.” For relatively few U.S. dollars you can change someone’s life (see <http://www.kiva.org>).

Instead of having a garage sale, consider donating gently used items to Goodwill Industries International. In addition to providing goods for resale, the company is “North America’s leading nonprofit provider of education, training, and career services for people with disadvantages, such as welfare dependency, homelessness, and lack of education or work experience, as well as those with physical, mental and emotional disabilities” (<http://www.goodwill.org/>).

Consider donating your time to a worthy cause in your local community. Many organizations are looking for volunteers to assist with everything from collecting canned



**Michael R.  
Hulsizer,**  
Editor

goods to feeding those disadvantaged members of the community. Lastly, look out for your neighbors. Keep an eye on those who appear to be in a vulnerable situation. Often, people are too proud to ask for help, and we are too reluctant to get involved. Make the first move. Offer a hand.

The current edition of *Peace Psychology* is about hope and change. From member’s thoughts about the U.S. Presidential Election and the Inauguration to the work being done on the Israeli-Palestinian Conflict, Forgiveness Training with Children and Adults in Sierra Leone, and the virtues of reciprocity, this edition was put together with hope in mind.

I am very excited to be heading to Toronto in a few months for the 2009 APA Convention. Julie Levitt has put together a tremendous program for the convention. Please look over her article and take advantage of the pull-out when you decide on which sessions to attend. The city of Toronto also has a special place in my heart as I grew up in nearby Niagara Falls, NY. I am looking forward to seeing how the city has grown in the years since I was last in the region.

I would like to thank everyone who contributed to the newsletter and assisted me throughout the process. Please continue to submit your thoughts, announcements, short research reports, and contributions for the next edition to the address below by September 15, 2009.

In Peace,

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# IPC for the Division



**Eduardo I. Diaz**  
President,  
Society for the Study of Peace,  
Conflict, and Violence

One of the things I have discovered since I became President is that our Society is in need of some tender loving care. We are rich in member talent but our structure needs work, given some dysfunctional Working Groups and an apparent inability to sustain the growth of Peace Psychology. In other words, we have a tremendous window of opportunity to move things forward so please consider this an invitation to service.

I am hopeful that two new committees approved by our Executive Committee will work hard to offer remedies to problems, and recommendations for effective utilization of resources. The Structure Committee will look carefully at what is working well, and what is not, and is charged with proposing reforms that would benefit our mission. The Finance Committee will look at how to best utilize approximately \$180,000 we have in liquid funds to advance the Peace Psychology movement. This money is sitting collecting minimal interest and we need to put it to work. Surely, with your help, we should be able to figure out how to go about establishing multiple mechanisms to wisely invest this money.

If you have ideas to share with either the Structure or Finance Committee please do not hesitate to share them with me. Email me at [eid@miamidadade.gov](mailto:eid@miamidadade.gov) or call me at 305-375-4880. Brainstorming is the place to start and your contributions would be appreciated.

Please be on the look-out for research, articles and conference sessions on Sustainable Peace. Peter Coleman, one of our Members at Large, is at the forefront of this emergent effort to advance theory and practice toward the establishment of conditions for sustainable community peace dynamics. Nearing retirement, I am very excited about the work of the younger members of our field!

One of the places we can engage one another and learn about what we do, or plan to do, to help create peace with justice, is at the APA Convention. This year, the Convention will be in Toronto and Division 48 programming looks very promising thanks to the hard work of our Program Chair, Dr. Julie Meranze Levitt. I know the country is in a recession, and that travel budgets are shrinking, but I do hope you consider attending and contributing to the Peace Psychology presence at APA.

Many of our members are actively involved in both external and internal efforts to reform APA, but I realize that some have become disaffected in light of some troubling policy and practice. Please note that there is room in our Society for diverse points of view and you are encouraged to remind yourself, and nearby colleagues, that one can be a member independent of APA membership. We want to be inclusive and welcoming to all who love peace.

Eduardo I. Diaz  
President

Eduardo I. Diaz can be contacted at:  
[eid@miamidadade.gov](mailto:eid@miamidadade.gov).

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

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

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



# REACHING ACROSS DISCIPLINES



Joseph H. de Rivera  
*President-Elect,  
Society for the Study of Peace,  
Conflict, and Violence*

*APA* sponsors a Division Leadership Conference for new President-Elects. So after attending our executive board meeting in New Orleans I went to Washington to learn about APA and meet with other divisions. I was glad I went because I had no idea of how large APA has grown, the extent of its activities, the size of the staff, and the elegance of its new building. I found that we have a staff of lawyers, a staff of lobbyists, and staff working on the promotion of psychology in education, practice and science. Of course, I was interested in learning about how these staffs might be able to help us in lobbying for money for peace activities and peace education. They can be. I learned, for example, that we can now establish an on-line course to offer continuing education credits for peace psychology (something that Eduardo is going to spearhead). I also learned that a majority of APA members no longer belong to any divisions! I see this as a great opportunity for us to recruit new members for our peace division.

In the course of meeting other president-elects I found a number of opportunities for us to work with other divisions. For example, sports psychology would like to explore when sports are used to promote peace (as when we compete with rather than against), community psychology is interested in combating racism, school psychology in teaching con-

flict resolution in schools, group psychology in reconciliation methods, and counseling psychology in ways to handle both individual and group conflict. I would like to encourage our Division 48 members to introduce peace psychology to these other divisions and hope that we can begin to establish more jointly sponsored sessions at APA conventions.

I found that a number of people still don't know what peace psychology is and would like us to take advantage of a number of opportunities to clarify what we do and make peace psychology much more visible.

I have been delegated the task of helping restructure our division so that more can be involved. Peter Coleman has volunteered to help organize our liaisons with other divisions, and I am beginning to be in contact with the chairs and co-chairs of our working groups. Although some groups are working well (as shown by the reports from Peace and Spirituality in this newsletter and Peace and Education in the last newsletter), some groups are no longer functioning, and others have individuals who are doing excellent work but are not yet really working together as a group. The executive committee has decided to make some funds available for working groups. Julie Levitt and I will be doing a membership survey to see who has energy

for the groups, and I hope that by the next newsletter I will be able to report that all our groups are working well.

One idea I would like to explore is whether we might be able to organize our work around the UN concept of a culture of peace. Such a culture has norms, values, ways of behaving, and institutions that encourage nonviolent conflict resolution. We already have working groups that are related to four of the eight bases for such a culture: peace education, international security, gender equality, and tolerance. Perhaps we could also develop groups that focus on the four other bases: Democratic participation, human rights, open communication, and sustainable development (see <http://www3.unesco.org/iycp>). We may also want to encourage work on the Department of Peace proposed for our own government (<http://www.thepeacealliance.org/content/view/658/23>). Please let me know if you might be interested in working with me to develop these ideas.

Joseph H. de Rivera can be contacted at: [jderivera@clarku.edu](mailto:jderivera@clarku.edu).

**“Peace is not the product of a victory or a command. It has no finishing line, no final deadline, no fixed definition of achievement. Peace is a never-ending process, the work of many decisions.”**

– Oscar Arias

# CREATING PEACE WITH JUSTICE: 2009 APA CONVENTION PREVIEW

*Julie Levitt, Program Chair*

**T**ue to our call for proposals for APA Convention Programming 2009, Peace Psychology is offering symposia and other sessions focused on Creating Peace with Justice. Let me give you an overview and urge you to tear out the schedule insert and plan your convention activities with Peace Psychology in mind.

Let's start with our official programming in the Metro Toronto Convention Centre. Here is what we are exploring in timely, forward thinking, idea building, and application.

## **Systemic violence**

"Creating Superordinate Identities," chaired by Joe de Rivera, offers a timely think session in which presenters explore how smaller political/cultural entities can be effectively incorporated into a larger one. Considered are victimhood, competing ethnic groups, assimilation versus multiculturalism, the idea of supreme authority for ending warfare, and humanness as part of a mega identity. In her poster, Michelle B. Hill looks at Chaos/Complexity Theory, a paradigm for exploring conflict and resolutions at the nation level. Anthony Marsella chairs a session on protectors and their vulnerability to do harm and Steven Handwerker chairs a symposium that examines how one employed by government may support justice and social responsibility rather than settle for the status quo.

In addition, we have posters that explore bullying on college campuses (Christine MacDonald), and political violence in Ireland (Scott Moeschberger). In his student poster, "Hindu-Muslim Perceptions of the 2002 Gujarat Riots," Nishant G. Patel explores the reactions of the two ethnic groups in conflict in a very interesting submission that uses interview to elicit memories of events in each population. Of interest is that his poster will be part of Datablitz, a competitive interdivisional poster competition. Here, students present state-of-the art research in a session that is open for all convention registrants to attend. And the aforementioned are only part

of our exciting programming related to multiculturalism and nationalism.

In her address as recipient of the 2008 Morton Deutsch Conflict Resolution, Susan Opatow offers a historical study of the extension of justice to minorities by focusing on African Americans and drawing from moral exclusion and inclusion theory.

## **Building peaceful communities with peace and justice**

There are several programs and posters dedicated to this theme. These include Michael Wessell's address as the 2008 recipient of the Ralph K. White Lifetime Achievement Award, "International Human Rights, Ethics, and Peace Building in a Dangerous World." Gregory Sims will address creating peacefulness in his Conversational Hour, "Stemming Epidemics of Unpeacefulness Through Identifying and Promoting Personal Peacefulness." The session "Creating Peaceful Communities with Justice—Authentic Community and Psychologist Partnerships," explores new models for partnering by looking at community and law enforcers, inmates and experiential intervention that may be powerful change opportunities, how to empower formerly subjugated minorities, and the fact of political and social oppression and approaches that lessen victimization. This will be our contribution to Division 9's programming on community-professional relationships.

In her student poster, Katherine M. Lacasse will look at the experience of death as a way to expand community caring, and Lissa B. Young, another student presenter, will present a new measure of nonviolence within a communication inventory. Chair Steven Handwerker and Co-chair Brian Alston have developed an intriguing symposium that explores international perspectives and paradigms related to positive societal change.

## **The roles of law enforcement and the judicial system as purveyors of social justice and peace-building**

In their presentation in the community-psychologist partnership symposium, Phillip Atiba Goff and Tracie Keene describe efforts to bring together minority communities and law enforcers. Dr. Goff, the recipient of the Division 48's 2008 Early Career Award, will look at racial bias in police work in his address. Raina Lamade, in her student poster co-authored by Nicole Pittman, JD, and Robert Prensky, PhD, looks at practices within the justice system that affect juveniles.

## **Combining peace and justice when their roles appear incompatible**

This timely topic is addressed in several of the sessions. In the symposium, "Psychology Ethics in National Security Settings," military and peace psychologists dialogue about guidelines concerned with psychologist conduct. In the Student Poster session, Gabe Twose shares the results of his study on the effectiveness of truth commissions to the public at-large. He explores the impact of the narratives of violence and abuse in South Africa's Truth and Reconciliation Commission in a laboratory-based study.

## **Institutional systems and how these support social justice and peace**

Christine D. MacDonald, in two posters, examines bullying in colleges. Bullying is a relatively new area of investigation for the Peace Psychology Division. Looking at violence and possibilities of lessening structural or institutional violence in educational settings is a promising direction for research and application. How we explore structural violence also will be considered in the Community-Psychologist Partnership Symposium. Professor Jonathan Turley is our presenter this year for the Lynn Stuart Weiss Lecture. His address is entitled, "Criminal Minds and Criminal Means: Law, Psychology, and Morality in the Twenty-First Century."

*Continued on page 6*

## Best practices in building activism skills sets

Arthur Kendall chairs “Scientists and Human Rights—Forming Partnerships,” a session supporting activism as social scientists. Also germane are the papers in our session, “New Directions in Peace Psychology—Areas to Explore,” where Joseph de Rivera and Michael D. Knox focus on the implications of creating a Department of Peace, James Hansell looks at humiliation and how we identify and contain its damaging effects, and Thomas J. Rippon considers Asymmetrical Diplomacy as part of needed peace skills.

There will be three Continuing Education programs, “Creating Superordinate Identities,” “Creating Peaceful Communities with Justice—Authentic Community and Psychologist Partnerships,” and Eduardo Diaz’ Presidential Address.

And again the above are just some of divisional programs at APA 2009 designed to question the status quo and move our thinking in new directions. In addition to the formal APA program, we plan sessions in our Hospitality Suite. The main focus of these informal sessions is to explore the development of peacefulness with justice by looking at community-professional partnerships in various parts of the United States, in Canada, and elsewhere. In addition, suite sessions provide an opportunity to dialogue with other APA divisions that share our peace and justice agenda and with division working groups and committees. We have extended our APA and suite programming to include other specialties within psychology and to those in other fields, such as law, law enforcement, military interrogation, theology, and nursing. I hope you can come and sit awhile with us in Toronto.

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

# Peace Posters Available

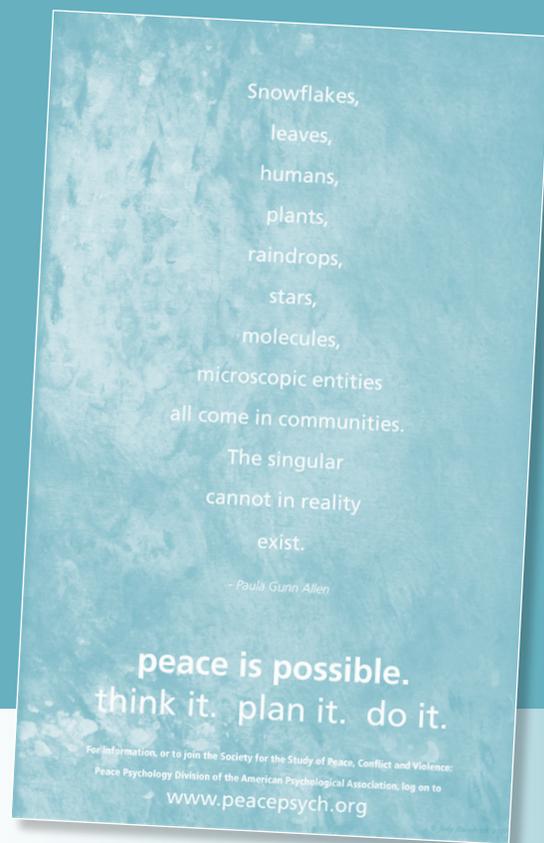
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See Spring/Summer 2007 issue, Vol.16-1,  
for four-color representation of poster.

# Phillip Atiba Goff

## 2008 Early Career Award Winner



Phillip Atiba Goff is the winner of the 2008 Early Career Award of Division 48 of the American Psychological Association—Society for the Study of Peace, Conflict, and Violence. The award recognizes scholars who, early in their career, have made significant contributions to research and practice in Peace Psychology. This is seventh Early Career Award given by the Society. Previous award recipients are Drs. Peter Coleman, Victoria Sanford, Dan Shapiro, Ilana Shapiro, Christopher Cohrs, and Barbara Tint.

Dr. Goff received his bachelor's degree in Afro-American Studies from Harvard University and Ph.D. in Social Psychology from Stanford University in 2005. He is an assistant professor of Psychology at the University of California, Los Angeles and the co-founder and Executive Director for Research of the Consortium for Police Leadership in Equity.

Like previous award recipients, Dr. Goff will give an Invited Address at APA. His topic is "Racial Bias in Policing . . . and Other Things We Know Nothing About." Actually, Dr. Goff knows a good deal about racial bias in policing. In collaboration with the Denver Police Department, he has managed to gain unprecedented access to Internal Affairs data, including an individual officer's personnel record—a record that contains a complete history of the use of force, citizen complaints, disciplinary incidents, and performance evaluations. The project is ground breaking, representing the first time that a major North American police department has given this kind of access to an independent investigator. Consequently, it will also be the first time that researchers will be in a position to answer important questions

about the role of racial bias in troubling police behaviors—such as police brutality.

By administering psychological tests to police officers and examining their personnel records, Dr. Goff and his students have been able to link psychological test results with the use of force and racial bias in police work. While demonstrating a link between racial prejudice and racially biased policing, the findings caution us to be very careful not to overemphasize this particular link because other psychological factors are also potent and could be overlooked. Some other important factors include stereotype threat among police (i.e., the fear of being seen as racist), the implicit dehumanization of Black citizens by police, and the need for some male officers to "prove" their masculinity.

These additional factors underscore the important point that racial discrimination can occur even absent racial prejudice. Dr. Goff's work has been featured in news media around the world. Nicholas Kristoff, an opinion columnist for the *New York Times*, has dubbed Dr. Goff's research the investigation of "racism without racists." His efforts to translate basic research into policies that deliver more equitable policing across racial lines is consistent with Division 48's commitment to social justice and the promotion of cultures of peace.

Through his research and training programs designed to reduce bias in policing, Dr. Goff has become known as an international leader in the field of police equity—a status he has used to co-found the Consortium for Police Leadership in Equity. Together with his collaborator, Division Chief Tracie L. Keesee, Ph.D. of the Denver Police Department, Dr. Goff has created an exciting initiative that allows other researchers the same unprecedented access his research team has enjoyed in Denver. The Consortium has recruited 15 of the largest metropolitan police and sheriff departments in North America to open their doors to researchers. The goal is both to gain a basic understanding of the mechanisms underlying racial and gender bias in police work and to transform the culture of law enforcement toward the goal of increased transparency and accountability. The size and ambition of the Consortium's aims make it a groundbreaking step forward for law enforcement culture and research capacity. As noted

in one of his letters of recommendation, Dr. Goff . . . "has a keen desire to inform and shape public policy issues with scientific findings, which is as admirable as it is unusual for a young investigator."

Dr. Goff's credits his success as a scholar and practitioner to his "tremendously fortunate history of receiving mentorship." While an undergraduate, Dr. Goff was awarded a Mellon Minority Undergraduate Fellowship—a program that encouraged directed research with faculty mentors. He used that opportunity to work closely with Cornel West, William Julius Wilson, and Lawrence Bobo. Upon graduating Harvard, Dr. Goff studied under luminaries in the field of social psychology such as Jennifer Eberhardt, Claude Steele, Hazel Markus, Lee Ross, and the late Robert Zajonc. He also has had the opportunity to work with Susan Fiske, Laurie Rudman, and John Dovidio. Each of these mentors provided Dr. Goff with the opportunity to see how social psychology can be translated from the laboratory to lived experiences, and from the academy to change-making institutions such as the Consortium. In addition to his passion for discovery and social justice, it is an abiding respect for his mentors' contributions that motivates Dr. Goff's professional career.

Dr. Goff serves on the advisory board of the John Jay College of Criminal Justice's Center for Race Crime and Justice, and is a diversity consultant for the City and County of Denver as well as the Denver Police Department. As a consultant, Dr. Goff has made substantial contributions in a wide range of areas including police recruitment, retention, training, and disciplinary policies and practices. His research has been recognized by the National Institute of Mental Health, the Woodrow Wilson Foundation, the Ford Foundation, Society for the Psychological Study of Social Issues, the John Jay College of Criminal Justice, and the Russell Sage Foundation. Dr. Goff is on leave from UCLA this academic year as a visiting scholar at the Russell Sage Foundation where he is working on a new project investigating racial biases in police use of force.

Members of the Division 48 Early Career Award Committee are Dan Christie, Kathleen Kostelny, Susan Opatow, and Silvia Susnjic.

# Boston Children & Youth Talk About the U.S. Presidential Election

Petra Hesse, Wheelock College

Last fall, a local parent group asked me to give a talk about children and the election. In preparation for my presentation, I sent an e-mail to my college community requesting anecdotes. Faculty, staff, students and alums responded to my message, and sent observations of children and youth ranging from 2 to 16 years of age. The anecdotes were collected in students' field placement and practicum sites, on the job, and in faculty members' and alums' homes. The stories clearly favored Obama and the Democratic Party—not a surprising outcome for a college in Massachusetts that trains teachers and other human service professionals. What follows is an attempt to locate the anecdotes in terms of developmental theory, media research and research on children's political socialization.

I was most surprised by how early children recognized Obama. Two-year-olds identified Obama on campaign buttons and lawn signs:

"Two weeks ago, I was at work with my toddlers. One of the girls, almost two, looked at my Obama pin and exclaimed, 'Bama!' I said, 'What did you say?' and she says, 'Bama.' Then she proceeded to look at the pin again and go, 'Eyes, nose.' I told her dad about it and he said that she watched the conventions with him and her mom and that she recognized Obama from the TV. He also said that she actually was a Hillary supporter before she conceded! (The parents were as well.)

I don't know how much the other kids (ages 2.4, 2.3 and 2) at work know about politics but they all recognize Obama from my pin and exclaim, 'Obama!' when they see it. Most of the parents at work are pretty liberal and so I'm not surprised that the kids recognize who Obama is."

Such early recognition of political leaders is unheard of in the political socialization literature. Political psychologists typically do not study children under the age of three due to their limited verbal abilities. They do find

that children recognize the president and other members of the executive before other branches of government, but typically not until three or four years of age.

## Such early recognition of political leaders is unheard of in the political socialization literature.

While children recognized Obama at an early age, they also struggled in an expectable ways. Some had trouble pronouncing his name:

"One Sunday at church—during a quiet moment of the mass Noah (age three) announced at the top of his voice, 'I LIKE MY ROCK OBAMA!' He can't say Barack so he calls him my rock."

I was not surprised to receive anecdotes about preschoolers' election play. After all, early childhood is frequently referred to as the "play years." A colleague revealed that the election entered her son's good guy/bad guy play:

"My four-year-old must have overheard me telling my husband that 'these Republicans are scary.' So, about a week later, he kept poking around the corner, saying, 'Boo!' I said, 'I'm not afraid of you!' So, the next time he poked his head around the corner and said, 'I'm a Publican!' And when I asked him why he said that (after I finished laughing hysterically), he said, 'You said you were afraid of Apublicans.'"

Children assimilate the world around them through their play. Theorists from Piaget to Vygotsky would not be surprised that young children cast the contending political candidates and parties as fighting good guys and bad guys. Not surprisingly, some children



echoed the media coverage of the election:

"At the dinner table last week I heard Sam (age five) repeating something in a very sing, songy voice. When I asked him what he was saying, he said, 'I'm saying: Thanks but no thanks, thanks but no thanks, thanks but no thanks...on that bridge to nowhere.'"

Others reacted strongly to media coverage of the election:

"When the cover of the *New Yorker* came out and depicted Barack Obama on the cover with a gun and burning the USA flag, it very literally brought Jack (age six) to tears. My husband and I calmed him down, explaining that sometimes grown-ups use not very nice teasing to make a point and that it was only a picture—Obama didn't really do those things. Jack calmed down, but that night he and my husband wrote a letter to the editor to *The New Yorker* which said 'Dear Editor, I think what your picture said wasn't nice, and being nice is part of being president.'"

Still others misunderstood media campaign ads or adults' discussions of those ads:

"This is a very sad but very true story: Jack's good friend in 1st grade came home from school one day and asked his mom who she was voting for. His mom said, 'I'm not totally sure yet, honey, but I think Barack Obama.' Her son then told her that she couldn't vote for him because Emma in his class told him that 'Obama kills babies' and furthermore that they couldn't eat at McDonalds anymore either because 'McDonalds gives money to Obama to kill babies.' Needless to say, my friend was horrified and alerted the teacher of the class to the conversation."

The last several anecdotes illustrate children's cognitive limitations in understanding adult conversations and media coverage of the elections. Piaget and others who have written about children's thinking during the preschool years acknowledge that young children are capable of symbolic or representational thought, but they are still intuitive and not very logical or complex in their thinking. Whatever reasoning about the election they are capable of can be expected to be rather simplistic and lacking in detail, as the following anecdote illustrates:

"Last night my son (six years) told me that he knows who should be the new president. I asked him who, and he said 'Ooooooooooooooooooooooooooooo Bama...because he's history.' I asked him what he meant and he had no idea. We then got into a deep conversation about how I believe that Obama will be adding a very important element to our history of presidents if he wins. He responded by asking for a snack. Conversation over."

The political psychologist Connell, influenced by Piaget, calls this stage of political socialization, the stage of pre-political thought: "The child freely mixes bits and pieces of the real political world with fantasy, coming up with some rather lively and thoroughly idiosyncratic notions....political consciousness at these ages is a collection of scraps of information, unrelated to each other...; there is no conception of politics as a distinct sphere of activity..." Many of the following anecdotes about first graders still show signs of this intuitive thought process:

A graduate student in education wrote about children in her first grade classroom who were asked, "Who is running to be the next president of the United States? What do you know about them?"

"Obama and McCain. I know that Obama is from Hawaii and McCain is like President Bush now. Obama wants to stop the war and McCain wants to keep the war going." (Boy, age 6).

"I want Obama because of his daughters. They are nice." (Girl, age 6).

"I like Obama." (Why?) "Because I watched some of their argument (debate) and my aunt told me that Obama was a better talker. And the other guy was talking wrong." (Girl, age 6).

The previous anecdotes reveal attempts to capture elements of the real world of politics, but they still show signs of the stage of intuitive thought. Connell suggested that "We note the arguments that leap so suddenly from topic to topic..., the seizing on odd and apparently irrelevant details.... More generally, the... understanding of politics reflects the lack of synthesizing power in intuitive thought..."

Conversations with older children become longer, more detailed, and more logical. Piaget refers to children's thinking during the elementary school years as "concrete operational thought," thinking that is still concrete, but



also more logical and complex. Connell agrees with Piaget and attributes a new realism to children's political thought, suggesting that "the second stage is a reworking of better known themes from adult politics; the child begins to build up a sense of the political order, including a sense of hierarchy, conflict and political parties... The fantasy element drops out of talk about political figures; the children get a far better grip on mundane affairs..."

I found some support for older children's efforts to understand the 'real' world of politics. Older children are trying to participate in the political process. For example:

"My nine-year-old has sent money to the Obama campaign (I matched his contribution of \$30) from his birthday gifts. He also really wants to go into the poll with me. Of course he hears me rant and rave about Bush.... but he's also aware that Obama is mixed race like him and Derek Jeter. This seems to be important."

Children become aware of regional differences in voting behavior, and show a beginning awareness of their own location and political identity. In addition, children of foreign descent try to understand why their parents cannot vote even though they have clear political preferences. For example:

"You know, people in the Southeast really like McCain. I was born in North Carolina, remember? It's weird: if I still lived there, I would be voting for McCain." (Girl, age 9).

"My mom is voting for Obama, so I am too, but my mom can't vote." (Oh, how come?) "She wasn't born here, and the lawyer hasn't... I forget what it's called." (Boy, age 9, of Slovakian descent).

The few adolescent anecdotes I received lend some support to Piaget's ideas about formal operational or more abstract thinking in adolescence, and Connell's and Adelson's beliefs that adolescents enter a stage of ideological political thought. The following anecdotes reveal that adolescents begin to transcend thinking about the presidential candidates as individuals, and instead ponder the candidates' impact on the nation, and on the whole political system:

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# Even the Birds Did a Fly-By: Perspectives from Buddhist Psychology

Kathleen H. Dockett, University of the District of Columbia

## The Jubilant Crowds

From the marble steps of the Lincoln Memorial to the golden dome of the United States Capitol, a vast and diverse sea of humanity filled the Mall for as far as the eye could see. The occasion was the Inaugural Opening Concert on the Mall on January 18, 2009. Arriving from across the nation and around the world to be part of the historic inauguration of the nation's first African American President, Barack Hussein Obama, the crowds reflected the diversity that is America—in race, ethnicity, social class, sexual orientation, gender, age and abilities. Even more astonishing was the spirit of hope, optimism, and pure joy that pervaded the massive assembly. Shoulder to shoulder, heel to toe, packed together without a single incident, the spirit was unmistakably as Obama has coined it, “Out of many, we are one.”

This was the psychological landscape when I and two friends walked several miles, through increasingly dense crowds to the front of the Lincoln Memorial for the star-studded Inaugural Concert. The event was free and open to the public, officially kicking off the most accessible inauguration in history. The jubilant masses roared to the welcoming remarks by the soon-to-be-President Obama, and to the performances by an incredible cast of celebrities, including Beyonce, Bono, Herbie Hancock, will.i.am, Stevie Wonder, John Mellencamp, Martin Luther King III, and many more.

Folks sang, rocked, and cried together; we shared what we had, from picture taking with promises to email, to tissues, breath mints, and even body heat on this freezing day—all manifestations that “Out of many, we are one.”

## The Fly-By

And then it happened. At the height of the concert, a sizable flock of birds in perfect “V” formation flew over the Lincoln Memorial and the masses of people. People were in awe. A hushed “wow” went through the crowd. Not unlike an Air Force fly-by in ceremonial salute, but this one was more profound—a salute from nature itself. The birds did a “fly-by!”

## Perspectives from Buddhist Psychology

What was so unusual about that? From the perspective of Buddhist psychology, the “fly-by” was predictable. But to understand why and how requires a paradigm shift in how most Westerners understand the true reality of our lives and our relationship to the environment. Two related principles at the heart of the Buddha's teaching explain this phenomenon: (1) the oneness of life and its environment, based on the principle of (2) conditioned arising, or dependent origination, and (3) the nine consciousnesses.

## Oneness of Life and Its Environment

Contrary to commonly held belief that the self and environment are two separate entities, this principle teaches that they are inextricably interconnected; and whatever condition of life (joy, anger, hunger, hellish suffering) exists within the individual will be manifested in his or her environment (of other people and life circumstances) (Dockett, 2003). Bankart (2003) comments on the centrality of this concept for understanding the reality of our lives:

The central problem addressed by Buddhism is: How can we overcome the universal illusion of our unique, separate, bounded individuality? How do we get beyond the false notion that I am “I” and you are “other?”... For the central irony of our existence is that our life-long quest for union, for oneness with the universe, and for transcendence, in reality, ultimately requires us to develop an extraordinary sense of our own

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*Boston Children, continued from page 9*

“After hearing parents discuss Sarah Palin, a 13-year-old boy in 7th grade said, ‘If Sarah Palin becomes Vice President, can we move to Canada? Seriously, I mean it, we need to move.’”

“I want Obama to win, because he wants the children of the US to have a better education, and I want that as well.” (Haitian girl, age 11).

“If McCain wins then it will be another George Bush running the US. If we are middle class now, then we will be poor if McCain comes into office.” (Puerto Rican male, age 15).

Minority youth, aware of US history and Martin Luther King's assassination expressed concern that history might repeat itself. A recent alumna wrote:

“I can tell you that in the majority of my conversations with youth, they have been overwhelmingly pro-Obama, but are all

CONVINCED that if elected, he will quickly be assassinated. That is usually one of the first comments that is made in group conversation. The majority of the kids are Hispanic (Dominican and Puerto Rican), with a few African American kids.”

In sum, the anecdotes that members of my college community collected from children and youth during the presidential election suggest that young children showed recognition of the presidential candidates much earlier than suggested in the literature on children's political socialization. Overall, the anecdotes support traditional developmental theory and research on children's cognitive, emotional, social and political development, and attest to the power of the media, parents and peers in shaping children's political consciousness.

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being and non-being. The key to resolving this problem lies in the development of our consciousness; for if we do not preserve and deepen our natural consciousness, how can we ever see the truth? (p. 18).

Similarly, Nichiren, a 13th Century Japanese Buddhist philosopher-priest, wrote on the importance of perceiving the true reality of life. In one of his most important works, *On Attaining Buddhahood in This Lifetime* (Nichiren, 1999, p. 4), Nichiren taught that to free oneself from the sufferings of birth and death, we must perceive the true nature of our life. He stated the true reality is that we innately possess the wisdom and compassion of the Buddha, and that our life exists in an interdependent relationship with all phenomena. Explaining this, Nichiren wrote:

Life [your life] at each moment encompasses the body and mind and the self and environment of all sentient beings ...as well as all insentient beings, including plants, sky, earth, and even the minutest particles of dust. Life at each moment permeates the entire realm of phenomena and is revealed in all phenomena. To be awakened to this is itself the mutually inclusive relationship of life at each moment and all phenomena. (p. 3)

...if the minds of living beings are impure, their land is also impure, but if their minds are pure, so is their land. There are not two lands, pure and impure in themselves. The difference lies solely in the good or evil of our minds. (p. 4)

Applied to the fly-by, we can theorize that because the self and environment are one, and because one's internal life condition permeates and is mirrored in the environment, it would be reasonable to conclude: the collective joy in the life conditions of the crowd permeated the surrounding phenomena, including the birds; and thus was mirrored in the birds "ceremonial salute."

### Conditioned Arising, or Dependent Origination

The second relevant concept at the heart of the Buddha's teachings is a principle of the interdependence of all things. The concept of conditioned arising or dependent origination (engi) teaches that every aspect of creation originates from every other aspect of creation.

All phenomena arise and exist only because of their relationship with other beings and phenomena and cease to exist when those conditions are removed. As Buddhist philosopher, poet laureate, and Soka Gakkai International President Daisaku Ikeda (1993) wrote in his poem, "The Sun of Jiyu Over a New Land":

Nothing in this world exists alone;  
Everything comes into being and continues  
In response to causes and conditions.  
Parent and child.  
Husband and wife.  
Friends. Races.  
Humanity and nature.  
This profound understanding of  
coexistence, of symbiosis—  
Here is the source of resolution for  
The most pressing and fundamental issues  
That confront humankind  
In the chaotic last years of this century.

In the context of the "fly-by," we can hypothesize the hopeful, optimistic sea of humanity covering the Mall as the causal condition giving rise to a harmonious "salute" from nature. Hence Nichiren's statement that if the minds of the people are pure, so is their land.

Applying this deeply ecological principle to issues of conflict and violence can be instructive for peace psychologists. The conditions that give rise to conflict and violence can be thought of as stemming from ignorance of the nature of our deeply ecological relationships to each other and to the land. Thus conflict can be eliminated by the destruction of the ignorance that gives rise to it. Ignorance is abolished through the development of conscious compassionate awareness.

### The Nine Consciousnesses

Deepening our explanation of the "fly-by," the Buddhist theory of the nine consciousnesses provides a construct for understanding levels of conscious awareness in the depths of our life. These different levels influence how we perceive the nature of our surroundings and respond accordingly. It is the ninth and deepest level of awareness, the amala consciousness, that allows us to understand that we are one with the cosmic life force in the universe, that we are all interconnected and interdependent. This is a level of pure awareness, untainted by past experience or delusion; it contains the wisdom and compassion of the universe. It is at this level that we find our

enlightened capacity to act in harmony with others and with the universe (cf., Bankart, Dockett, & Dudley-Grant, 2003, pp. 36-37; Kawada, 2001; Yamamoto, 2003).

It is at this deepest level of conscious awareness that we manifest President Obama's phrase, "out of many we are one." Despite the tremendous diversity among those gathered on the Mall, sharing a common goal of peace was the basis for the incredibly unifying sense of community that emerged.

Buddhist psychology recognizes its responsibility to contribute to the creation of peace. It recommends fundamental interventions for increasing harmonious relationships and decreasing the tensions that fuel violence and conflict. Seeking to understand the true reality of our life is key. Transforming our consciousness and gaining the wisdom to perceive the truth of the interconnectedness of all beings is essential. For "it is the sense of one's self as separate and isolated from others that gives rise to discrimination against others, to destructive arrogance and acquisitiveness" (Kawada, 2001, p. 20), and to violence, wars, and genocides.

Peace calls for deepening our awareness of the defining characteristics of "I"—as not a separate, separated, or independent "I" (Bankart, Dockett, & Dudley-Grant, 2003). Peace calls for developing a compassionate consciousness of our interconnectedness at the level where "out of many, we are one."

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- Continued on page 12*

## Inauguration Day 2009

Anne Anderson

It is truly inauguration day, with a new President and a new administration, and a new attitude in Washington, DC. I have just come home from a wrap-up party/“neighborhood ball” with a small group of friends. I was on the Mall today, among the “two miles of people,” just behind the Washington Monument. What I saw of the inauguration was on the jumbotron in front of me, along with a brilliant blue sky, a biting wind, the tall silvery monument, about 20,000 people just in my “little” area, and bunches of seagulls circling above our heads. The mood of the crowd was like a held breath in anticipation. I think many of us in that crowd felt that we needed to be there to mark this occasion of such a significant change in the course of the country’s history—it could not occur without being accompanied by as many of us possible witnessing it. We wanted a peaceful transition, expected a peaceful transition, and were standing up for it together.

I have been teary and happy by turns, especially in the last week, as the excitement built in our home town of Washington, DC. Plenty of neighbors and friends were trying to figure out how to manage the logistics of getting downtown—we were told that if we lived within a 3-mile radius of the mall, we might as well walk, but we did figure out a way to take a specially scheduled bus part way. Many of us opened our homes to friends and relatives from out of town who decided at the last minute that they just had to be here. So, today, standing on the Mall, I was pleased to have made it down, through the river of people flooding most of the streets of down-



town DC. I was in tears when President-Elect Obama was introduced, and elated when the Chief Justice addressed him as Mr. President. People all around me were shouting their joy, and everywhere I looked I saw different skin hues, old and young, male and female, and, if I had heard people speak, I would have heard different languages, I am sure.

The crowd was attentive during his inaugural address, with an occasional emphatic “yes” and enthusiastic shouts that became part of the roar of the crowd that you saw on the television coverage. Everyone was happy as we walked along going home—reminded me of the experience of being on the Mall during the 4th of July—a huge neighborhood picnic or a county fair, except very cold! It was so interesting to be walking through the streets with no cars—just thousands of people—and not be in some kind of peace march demonstrating against the latest outrage. It will be an important shift for those of us in Peace Psychology. Maintaining our perspectives and using our skills to analyze and develop ideas and approaches to address the major issues our very small world faces in a situation where we may find policy makers more willing to listen to our ideas. How refreshing it was to hear President Obama talk about wanting to avoid groupthink in his Cabinet discussions! But it does mean that we need to shift our own attitudes toward government, to consider how to best approach people who have taken on these major governmental responsi-

bilities on our behalf, who may be friendlier in their reception of psychology, and still be facing such knotty problems that they would find it difficult to follow our suggestions. It will be a disorienting exercise similar to walking through the streets of Washington, DC, today with millions of fellow citizens, celebrating an achievement, claiming hope for the future, and dedicating ourselves to doing what it takes to successfully make the difficult choices we face as a society and a member of the global community.

Then, tonight, watching TV, someone noted that soon we would be hearing from the First Lady, and for a moment I did not register that the commentator was talking about Michelle Obama, so I got to be thrilled and happy all over again. So, bottom line, I am moved that I have actually seen this happen, after growing up in segregated Dallas, Texas, being at the 1963 MLK “I Have a Dream” March, and having lived in Washington, DC for the last 45 years. The fact that Barack Obama is the President of us all, and that we DID it—the United States of America did it, is a source of pride and recommitment to social responsibility for me. And, yes, he’ll need all the help he is asking for from all of us! I hope we can find ways to provide what he needs from Peace Psychology.

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*Even the Birds, continued from page 11*

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# The January 2009 National Multicultural Conference & Summit: *The Promise of Hope*

Julie Levitt

What an experience to attend the 10th Anniversary of the National Multicultural Conference and Summit (NMCS) and what better place than New Orleans. The gathering brought together participants of all ages, from undergraduate and graduate students early in their studies to our honored elders and other older members who are revered and treasured for their vast contributions, enthusiasm, and public spiritedness. In addition, many subspecialties in psychology were represented and multiculturalism was very much a part of the process throughout the programming.

The students brought enthusiasm and purpose to the work of the conference as well as did members of Division 48, among them Past-President Deborah Fish Ragin and President Eduardo Diaz, Division Secretary Kathleen Dockett and Division member Michael D'Andrea. This was the third time I attended the bi-annual NMCS and I was impressed with how unified and comfortable the participants were in discussing difficult topics with grace, candidness, and a spirit of inclusiveness. At this meeting, I felt that I was a most welcomed ally, a part of the solution for peaceful communities, in a way I did not feel as strongly at the previous two conferences. While this state could reflect my increased capacity to accept my own minority status at the conference, there is the possibility that other factors are at work. Could it be that we, possibly, in this new era of an Obama presidency, are working with more confidence and with greater will, toward a transcendent union, one where all of us have places at the table regardless of our cultural backgrounds and memberships in minority status groups that may be or not be, as in the case of mental and physical disabilities, of our own choosing?

The conference theme: "Advancing Our Communities: The Role of Social Justice in Multicultural Psychology," dovetailed perfectly with Peace Psychology's 2009 theme, "Creating Peace with Justice." In addition to keynote addresses, breakout sessions, a luncheon and evening functions, and a poster session, this year there were roundtable discussions. The roundtables were about important topics about which we may or may not easily speak freely in other situations. In addition, there were small group Difficult Dialogue sessions for which pre-selected leaders received training and in which every group was asked to consider the same topic. Also offered was training for mental health work-



*A beautiful honoring of Dr. Martin Luther King, Jr. with participants singing "We Shall Overcome."*

ers in the New Orleans area, the outgrowth of professional-community partnerships, and a day to join with other participants and locals in rebuilding the city—this latter activity as a part of the celebration of Martin Luther King, Jr.'s birthday. Let me proceed by sharing with you some of the ideas that emerged from the meeting, including recommendations about how we as psychologists might begin to address the next steps in building multicultural communities with justice.

The Conference's ambitious program was focused on community-based interventions and the roles of psychologists, both as community partners and as researchers, in developing an overall culture that invites participation of and increases needed services to minorities. The underlying theme was the development of authentic relationships between professionals and community groups to bring about social, political and structural change. The keynote Speakers Drs. Gargi Roysicar, Lisa Porche-Burke, Linda Mona, Jamie Washington, and Patricia Ar-

rendondo expanded and distilled the history of discrimination, our responsibilities as psychologists and private citizens in addressing change, and provided concrete suggestions for direction within ourselves and with others to develop truly multicultural approaches focused on creating peaceful communities with justice. These speakers provided the definitions, tone and direction. Breakout sessions that followed explored specific issues related to marginalization.

On the first day of the conference, Dr. Roysicar, in the first of five keynote addresses, stressed the need for psychologists to become a part of local activism, recognizing and working to eliminate structural violence. Her emphasis was to understand the impact of social attitude and behavior as causal agents, distinctive from a narrow focus on individual and family pathology as the root source of dysfunction in social systems. By centering on illness within the individual and the family, she reasoned, we become the experts that need to

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fix people, maintaining hierarchies that may flip but none-the-less are based on inequalities and inequities in power and that foster impotence and rage. Listen well to stories describing what has come before, she cautions, and join with others to become sensitive to local idioms, customs, and indigenous ways of healing—open to becoming part of the dialogue but not necessarily directing the action.

Her theme was continued at the breakout session Eduardo Diaz and I attended on Participatory Action Research. The presenters, from Columbia University and led by Dr. Laura Smith, explored how to set community-psychologist agendas, letting community interests inform the project rather than structuring the work based on preconceived objectives of our own design. The presenters emphasized the hard work of knowing oneself, allowing self-reflection to be a necessary part of the researcher's work.

Dr. Porche-Burke, at the conference lunch session, stressed moving beyond our self-contained agendas of what is possible, stretching to find the ways to embrace ideas and actions that are based on new thinking, beyond what we have thought possible and done previously. She looked at forgiveness and how forgiveness leads to a state of transformation where serious conflict, anger, and feelings of helplessness are replaced with the possibility of dialogue and partnering. She cited the Truth and Reconciliation Commission in South Africa, which employed a process that has led to hope, jobs, better health, and ways of working together peacefully (see the work of the Amy Beahl Foundation).

Dr. Porche-Burke's address was followed later in the afternoon by Dr. Linda Mono's keynote address, a dynamite session on sexuality, intimacy and handicap, with the focus on returning Iraq veterans who incurred serious war-related injuries. She offered straight-forward, clear suggestions about how to focus on intimacy following trauma with continued disability in the treatment of the men and women who survive modern warfare. She has found that veterans are open to candid discussion about their injuries and need for partner intimacy, refuting the idea that soldiers would be too macho and brutalized from the war experience to work on such a level. Another myth dispelled.

Among the twelve Friday morning roundtables was a discussion led by Drs. Michael



Minority leaders of APA Divisions were recognized, including Division 48 Presidents Deborah Fish Ragin and Eduardo Diaz.

Lowry, Michael D'Andrea, Louise Douce, and Melba Vasquez, which explored the role of psychologists in illegal detention sites and APA's stance on torture, areas that have been central to our work in Peace Psychology.

Reverend Jamie Washington, M.Div., Ph.D. followed with a riveting address, in which he focused on the junctions of various intrapersonal identities, specifically race, gender, sexual orientation, and religion. He asked that we move beyond benevolence and aid to the underprivileged, substituting another kind of relationship that incorporates I and Thou. Only by rising above our perception of being the oppressor or being the victim—and he cautions, we all see ourselves as either in various situations—will we be able eliminate the cycle of subjugation. By cutting off parts of ourselves and those of others, we cannot meaningfully dialogue. Therefore, he called for in-depth work to understand ourselves and the need for authentic dialogue to appreciate the history, agendas and feelings of others. Consistent with his entreaty, Dr. Washington shared with the audience stories related to his search to understand his multiple identities and how he, now in his middle years, manages his appreciation of himself as a complicated human being who struggles with being an African American minister and teacher who is gay and a male.

A second address of the day was delivered by Dr. Arredondo, who explored immigration from a psychohistorical perspective, looking at our roles as psychologists can further integrate newcomers into our society, based on an appreciation of ourselves as immigrants, as most of us are from somewhere else somewhere in our history.

I trained on Thursday with other group leaders for a Friday morning session in which summit participants were assigned to small



Division 48 Secretary Kathleen H. Dockett at the luncheon.

groups. Social activism and its place in and outside of professional work was the theme. With co-leader Riddhi Sandil, Ph.D., an Outreach Coordinator at the University of Utah Counseling Center, I led a discussion with primarily student and early career women psychologists who looked deeply into how they are envisioning their social justice service while concurrently grappling with multiple identities, tuition debt, managing families and building social support for themselves, and working in systems that may not allow for an expanded social action definition of a psychologist's job description. Because the conference self-selected for those concerned about multiculturalism and identity, it was understandable that we found the eleven other participants not questioning whether to consider an extended professional role of psychologists as community members

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# MOVING FORWARD: A Renewed Approach to the Israeli-Palestinian Conflict

Judy Kuriansky

*Multicultural Conference, from page 14*

but rather how and when. We as group co-leaders struggled with issues surrounding the venue and content, namely wondering how in a 90 minute session we could field questions, encourage disclosure, and provide a safe place to work with elevated emotions.

In addition to honoring our elders, a custom that is part of the Summit, minority leaders of APA divisions were recognized, including Division Presidents Deborah Fish Ragin and Eduardo Diaz. Minority leaders are worthy of special appreciation because they are setting the stage for a more diversified leadership in APA that is much needed if we are going to address the wide variety of issues each of us bring to our organization.

The Town Meeting at the conclusion of the two-day conference allowed participants to raise questions about the practical issues related to bringing about change in cultures, such as ours, which remain heavily laden with racism and disregard for those with disabilities. Participants understood that the dramatic change in Washington resulting from a new administration's focus on ending racism and injustice does not preclude that marginalization in our culture is dead. What the conference brought to the surface in explicit language are the many questions about how to develop working community-psychologist partnerships and suggestions for ways to bridge such differences. The conference also called for us to become more comfortable with ourselves as complex, multi-dimensional persons who embrace positive change, are curious about others, and listen very well.

My thanks to conference coordinators Drs. Tania Israel, Jeanette Hsu, Francisco "Cisco" J. Sanchez, and Lisa Y. Flores for organizing of this impressive and successful conference.

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The importance of solutions to the conflict between Israelis and Palestinians to young people today was evident recently when more than 30 committed students gathered at the United Nations conference rooms and the nearby Millennium Hotel for a conference addressing new approaches. The meeting, entitled "Moving Forward: A Renewed Approach to the Israeli-Palestinian Conflict" was the brain child of a young peace activist from the Dominican Republic, Raymond Ratti Beato.

Raymond grew up in the Dominican Republic, determined to do something meaningful for the world. After graduating cum laude from John Jay College of Criminal Justice, he did special studies at Georgetown and Tel Aviv University. "After being in Israel for five months, I decided I had to do something about what was happening for the people of Israel and Palestine," he explained. He was further inspired by hearing the President of the Dominican Republic, Dr. Leonel Fernandez Reina, say in October 2007 that true leaders are those who embrace a cause and strive to do what is necessary in order to solve it. "That drove me to try to find peace in the Middle East," he said. "Believing that change and progress starts from your own initiative, my philosophy is that if you care about an issue and want to see that issue solved, do something about it and don't wait for somebody else to do it for you," he explained. That led to organizing this peace forum.

Ratti called upon his friend, Fernando Atristain from Mexico to help. The team included students Marianna Mendevil and Marianne Rauch from Mexico, Middle East studies student Uri Synder from Penn State, Bora Hamamcioglu from Turkey, as well as Nathanael Concepcion who helped with administration in the Dominican Republic and Raphael Pinto in Washington DC who was instrumental in the outreach process. "It was not easy," Raymond recalls. "We were planning up until the last minute, wondering what else we need and printing name tents for speakers on our computer."

The project was possible through the financial and logistical support of the United Nations Association of the Dominican Republic, and the Global Foundation for Democracy and Development. Under their auspices, hundreds of high school and college students came to the United Nations at the same time for a "Model UN" program, addressing issues like human rights.

"Many people are surprised that a country like the Dominican Republic (DR) would take such an active interest in the Middle East conflict," Fernando said. "But along with new approaches, there are new actors (e.g. young people) and new countries (like DR) involved in seeking solutions." Added Raymond, "My country knows the importance of worldwide peace. Arabs are contributing a great deal to our community in the Dominican Republic, so cultures are interconnected and can all participate in bringing peace."

## Diversity of Opinions

Diversity was evident in the participants, presenters and also the conference staff. Co-organizers came from the United Arab Emirates, Saudi Arabia, the United States, Mexico, the Dominican Republic and Turkey. Participants also came from different ideological and cultural backgrounds (e.g. France, England, Bosnia), and schools (e.g. Penn State, Yale, St. John's University, John Jay College, Seton Hall, Wells College, and Columbia University). Experts represented diverse disciplines, including academia, policymakers, media, and researchers, and even a UN official (Ambassador Riyadh Mansour, permanent observer of the Palestine Authority to the United Nations). Panelists analyzed approaches to the conflict from varied perspectives, including not only political, but also psychosocial, educational and economic, as well as from gender perspectives. Presentations reported on work of varied organizations and institutions in various countries, from being in the region to other parts of the world.

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### Working Sessions

Sessions focused on the importance of education, like a panel on “Achieving Israeli-Palestinian Reconciliation and Leadership through Education: From the Community to the Academic Sphere.” Building economic parity and preserving the environment was also considered essential. Examples of “Sustainable Israeli-Palestinian Entrepreneurship Initiatives: From the Internet to the Environment” were presented by representatives from MEET (Middle East Education through Technology), a 3-year training program for high school students from both communities, supported by a partnership among MIT professors and businesses to help youth develop computer programming and business skills and mentor them in real projects. Since water and environmental development is also critical, Rabbi Michael Cohen presented the work of Arava Institute for Environmental Studies, a regional center in Israel that encourages environmental cooperation between peoples and trains young people in environmental leadership. A representative from the World Bank office of the special representative to the UN, counselor Yuvan A. Beejadhur, described how this neutral organization funds multi-million dollar development projects to encourage investment so both communities can work side by side and help each other.

British Cambridge graduate Robin Koerner offered an original paradigm for peace by showing similarities (e.g. of needs, issues) between the parties in all conflicts, including analogies of the Northern Ireland conflict to that in the Middle East. Students presented their work, including an impressive model of a 10-day conference “Rallying Youth for Intergenerational Change,” developed by a graduate student at Columbia School for International and Public Affairs. The course, for a budget of only \$10,000, included didactic sessions on “Islam 101” and “Israel 101” as well as training in active listening and in Non-Violent Communication, and a career workshop. During the course, participants were at first disallowed from announcing their names in order to prevent prejudices; exercises required switching roles to experience the other’s

perspective; and daily debriefings to process reactions of crying but also anger.

In a roundtable discussion, the author presented an overview of Israeli-Palestinian cooperation initiatives, many of which are outlined in the book, “Beyond Bullets and Bombs: Grassroots Peace Building Between Israelis and Palestinians.” These include children cleaning beaches for peace, teens making movies about peace, adults trekking the desert together, and projects sharing dinner and dialogue. Shams Prinzivalli, The President of the Alliance for Middle East Peace (ALLMEP)—an umbrella organization for such People-to-People (P2P) projects—described the recent lobbying with Congress and ambassadors for an International Fund for Middle East Peace on the model of the fund for Ireland.

Organizations belonging to ALLMEP were presented, including the Bereaved Families Forum, described by former Palestinian coordinator Aziz Abu Sarah, who explained how families on both sides mourning their loved ones who died as a result of the conflict become active for reconciliation. Just Visions’ documentary about non-violent partnerships was shown. In addition, Seeds of Peace associate Ashleigh Zimmerman described how their camps bring teens from both commu-

nities together to share narratives but also to develop friendship through activities like sports and arts. Group challenges include exercises to build trust, like imagining your life in the hands of someone you consider your enemy. The value of empowering the voice of moderates and the importance of such P2P programs was pointed out; but problems were also noted. For example, when the conflict escalates, as during the war in Lebanon, emotions explode on listserv postings, presenting challenges on how to integrate student’s political views within apolitical programs and highlighting the necessity to have both conversations simultaneously. Given the goal for youth to be motivated to become active, students were offered opportunities to intern at the various organizations.

The session entitled “Gender Perspectives: the role of women in the Israeli-Palestinian Peace efforts” highlighted the impact of women in the peace-building process. Nancy Elbassiouny of the Whitehead School of Diplomacy argued that women can be effective given their more humane and less militarized nature, and should be allowed a place at the peace table. “There is no separation between the peace process and gender equity,” emphasized the co-directors of The Women’s Rights Cooperative, Jenna DiCocco and Erin Peot. “Gender issues are peace issues, especially in this conflict, where water rights, for example, are a major component of establishing a lasting peace. While there are two separate narratives of the conflict, women’s groups have been very effective at finding common ground, and relating to each other as humans first and Israelis/ Palestinians second. This is the solution to peace, and women’s groups such as the International Women’s Commission are the only ones to so far effectively advocate in this manner. They unquestionably need a place at the table in order to establish a lasting regional peace.” DiCocco and Peot also stressed the importance of grass-roots activism: “People living this reality are the only ones who are going to find a lasting solution, and we need to be responsive to their peace-building efforts on the ground.”

The concluding session emphasized the importance of regional security for both communities. At the final gathering of the students from the Dominican Republic participating in the model UN program, Raymond and Fernando stood at the podium of the UN General Assembly, where they expressed appreciation of the entire event and made an appeal for ongoing dialogue.

## Student Participant's Experiences

Many student attendees appreciated new knowledge from the conference; for example, John Fitzgerald, getting his masters degree in global development and social justice at St. Johns University, said he didn't know much before he came, but "now I am more informed and understand the issues." Columbia history major Tunis, as an Arab, welcomed starting to think about peaceful solutions. John Jay College of Criminal Justice masters student Lisa-Marie Gill was fascinated to learn that the conflict was not about just religion—as she previously thought—but caused by the fact that "people from both sides have not even met each other, something that would be an important step to moving forward." Seeing the conflict from both sides was eye-opening for Michal Berns, a student of media law and policy and Hillel President at Pennsylvania State University, who previously found it "tough, coming from Israel, and only seeing one side of the story and seeing the hatred coming towards us, to consider the other side of the story... So, to come to such a conference really opens your mind up to understand that there always are two sides to each story."

Reggie Barnes, Director of Multicultural Affairs at St. John's University, hopes the experience will serve as a model for students' becoming more proactive in creating change

in global affairs. Yale University sophomore Steven Blumenthal, and Marianna Mendevil, an anthropology student at Universidad de las Americas outside Mexico City agreed, expressing excitement about creating a network of young people passionate about solving conflicts everywhere in the world. The conference was also transformative; Junior High School student Nicole thought she would study architecture but what she learned at the conference made her change her mind so that now she wants to learn more about political affairs.

## Success

"I understood that we wouldn't be able to solve the Israeli-Palestinian conflict in three days when the United Nations had spent decades trying to do so," said Raymond. "But it is time to try a renewed approach since the old approach and ideas have not yielded any fruits of peace."

By all standards the conference was considered a success. The organizers gained experience running a conference, speakers were enthused, and participants were enlightened. As a result, the organizers are considering another project next year, on a larger scale, open to more participants. For questions and suggestions about running a peace initiative, contact Raymond Ratti at [rratti@una-dr.org](mailto:rratti@una-dr.org).

Despite reviewing the persistent problems in the region, as one student summarized, "No matter how grim the situation, there is a hope." For Raymond, "Now we have to decide, 'What can we do as a group, to move this issue forward, to peace'."

Judy Kuriansky can be contacted at: [DrJudyK@aol.com](mailto:DrJudyK@aol.com).

"To come to such a conference really opens your mind up to understand that there always are two sides to each story."

—Michal Berns

Hillel President, Penn State University



# Promoting Peace through Forgiveness: Training with Children and Adults in Sierra Leone, Africa

*Loren Toussaint, Alyssa Cheadle, Anthony Sellu (Luther College);  
Frederic Luskin, Jan Krinsley, Megan Cox (Stanford University);  
Nancy Peddle (LemonAid Fund)*

*“Learning to forgive those who have wronged us is the first step we can take toward healing our traumatized nation.”*

– Bishop Joseph Christian Humper,  
Chairman, Truth and Reconciliation  
Commission of Sierra Leone

In the spring and summer of 2007 an international team of educators designed a project to promote peace and reduce violence through forgiveness education in one of the most war-torn and devastated parts of the world, Sierra Leone, West Africa. This project was a student-initiated response to a call for proposals from the Davis Foundation's 100 Projects for Peace program. Luther College students Alyssa Cheadle and Anthony Sellu, along with their faculty advisor Dr. Loren Toussaint in collaboration with Dr. Fred Luskin of the Stanford Forgiveness Projects, and elementary school teachers Jan Krinsley, and Meagan Cox, developed a forgiveness curriculum. This curriculum was then implemented in a preparatory school in Freetown, Sierra Leone, affiliated with the LemonAid Fund directed by Dr. Nancy Peddle. All told, approximately 200 children and teachers became participants in this work and their forgiveness, happiness, and well-being levels showed measurable improvement. What follows is a brief description of the political and social circumstances in which this work was implemented, as well as, a fuller description of the forgiveness curriculum and its impact.

## Background

In 1991, rebel forces initiated the first power grab in eastern Sierra Leone. The country had a moment of hope in 1996 when popular former UN diplomat Ahmad Tejan Kabbah

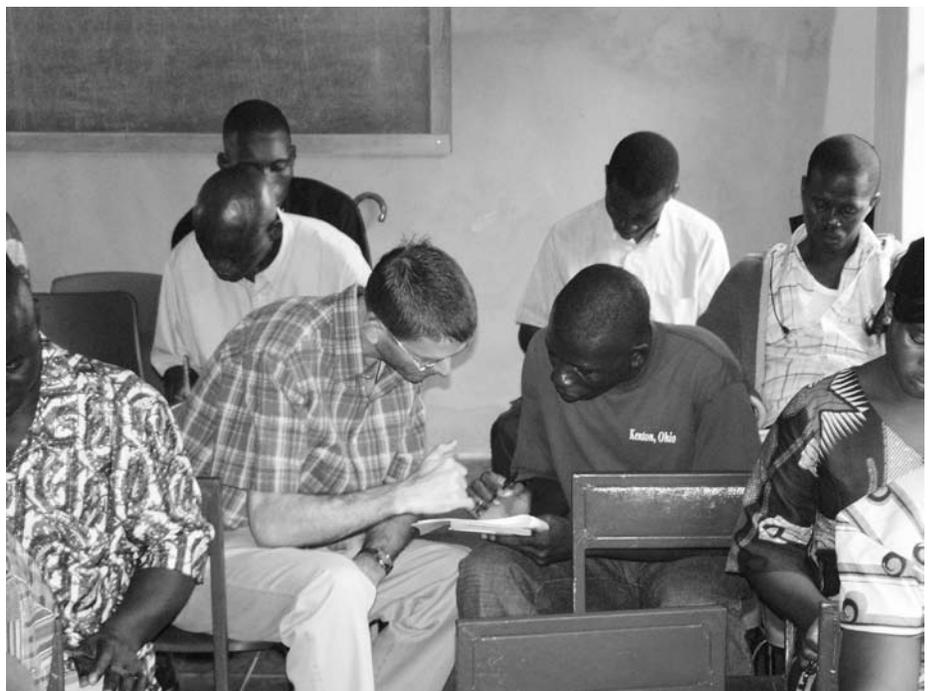
was elected president. In the following year the rebels consolidated power in the villages and countryside and threatened the stability of the capitol city of Freetown. In 1997, the rebels overthrew the president and ruled the country for ten months through violence and brutality. The ensuing three years saw power struggles between the rebels and the former government of President Kabbah. During this time the people of Sierra Leone experienced significant carnage, horror, and community disruption. Many civilians and soldiers joined the rebels while others were recruited against their will. An appalling number of children were recruited by force and used as child soldiers. In May 2000, British troops were sent to Sierra Leone to stabilize the country and on January 18, 2002 President Kabbah declared that the civil war was officially over.

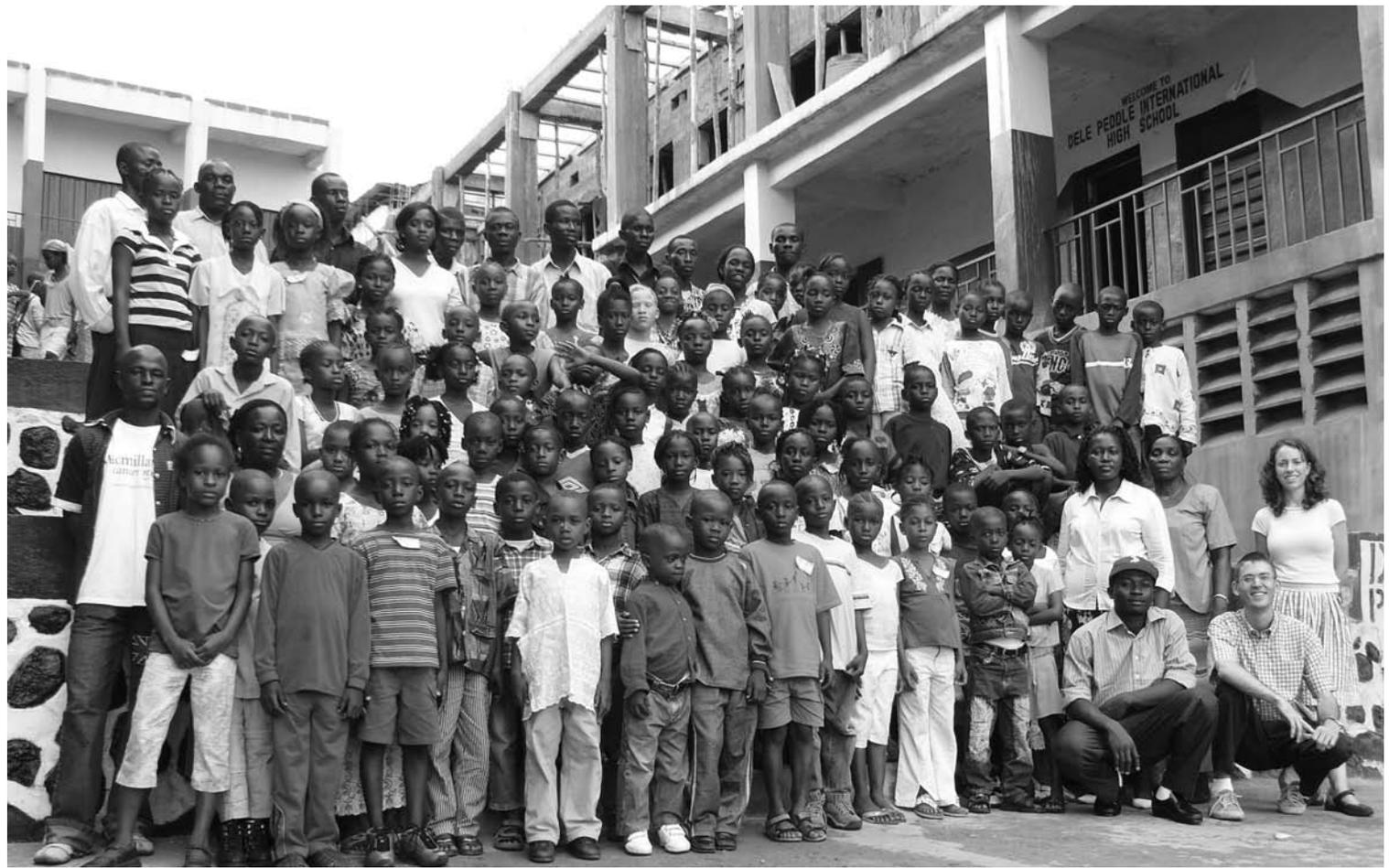
While there may be current political stability and a second successful election has been held, much turmoil and dislocation still exists in Sierra Leone. The warfare and rebel led raids left towns, families, and lives in ruin. Many towns and businesses were looted. Civilians were the victims of abduction, am-

putation, and slaughter. Homes were burned with their inhabitants inside. Poverty, unemployment, and corruption continue to plague the country's 5.3 million people. Current life expectancy is approximately 40 years, and Sierra Leone has the highest age five years or less mortality rate in the world and a literacy rate of barely 30 percent. Many war victims and former combatants are still seeking employment and the chance to reenter society as productive members. Clearly Sierra Leone is a country besieged with problems and enormous suffering.

## Peace Through Forgiveness Education

The purpose of our project is to help promote a more peaceful future for the war-affected adults and children of Sierra Leone. Many of these individuals have experienced unthinkable atrocities and are facing futures that may include hatred, anger, vengeance, and revenge. These feelings are common in survivors of trauma. Collectively they are referred to as unforgiveness and too often lead to repeated violence and retaliatory acts. Examples of this cyclical violence are plen-





tiful across the globe. It is our hope that by teaching war survivors forgiveness we can, through this demonstration project, help create a template for a more hopeful future for the people of Sierra Leone and other areas.

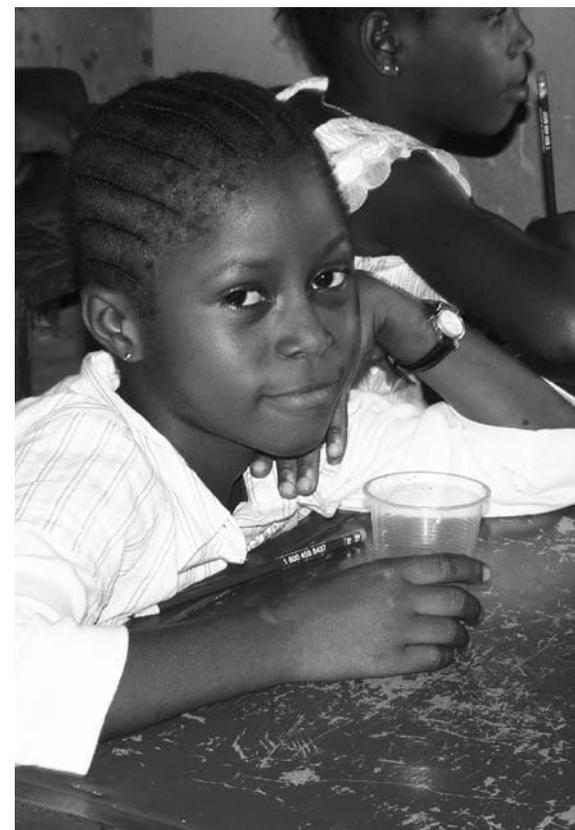
Dr. Frederic Luskin of Stanford University has utilized forgiveness interventions to promote peace and healing with relatives of murder victims from Northern Ireland (please see <http://www.learningtoforgive.com>). In three separate endeavors, Dr. Luskin has shown that after only one week of forgiveness training individuals showed positive changes in degree of hurt experienced, anger, depression, stress, forgiveness, and optimism. He has also shown the positive effect of forgiveness education in many other instances of suffering and loss.

Our project adapted Dr. Luskin's forgiveness intervention so that it could be integrated as part of a standard curriculum in a school in Sierra Leone. We developed a curriculum of forgiveness education and training that we anticipate will eventually be incorporated into the new Sierra Leone National Early Childhood Curriculum. The initial curriculum was unveiled during the summer 2007 at a school in Sierra Leone sponsored by the LemonAid Fund ([www.lemonaidfund.org](http://www.lemonaidfund.org)).

To insure the sustainability of the work, the intervention and curriculum was developed and implemented first with a specific group of teachers and their teacher's aides. Our goal was not only to effect positive change toward peace through forgiveness in children, but also to train teachers to incorporate the forgiveness curriculum into their ongoing instructional efforts.

Our curriculum was based on Dr. Luskin's research proven intervention and we went to Sierra Leone with copies of his book, *Forgive for Good: A Proven Prescription for Health and Happiness*. This book served as a foundation upon which we taught the forgiveness curriculum to the adults. The two elementary school teachers on our team helped take the forgiveness curriculum and make it appropriate for children ages 5-9. Adult participants read the book, completed exercises in our curriculum workbook, and met for approximately two hours a day for four days with Dr. Toussaint, Alyssa Cheadle, and Anthony Sellu. Once teachers had received the training, they led the forgiveness training and discussion groups with the students and used the curriculum developed by Ms. Krinsley and Ms. Cox.

*Continued on page 20*



### Impact and Future Goals

Our goal in this project was to create a more peaceful and harmonious experience for those who participated in our education sessions. Evaluating our success involved assessing a number of quality of life and psychological characteristics through self-report measures. We measured general mood, happiness, gratitude, stress, and depression. Participating in forgiveness skills training resulted in reduced negative mood, stress, and depression and increased gratitude and happiness. It is our hope that these positive changes can be maintained and teachers can share with others the methods by which they achieved these improvements.

To facilitate this continued growth we are involved in ongoing curriculum development both with teachers in the United States and Sierra Leone. The two sets of teachers are working in tandem on a series of exercises to broaden and strengthen the original curriculum. We are looking to provide additional training to a select group of teachers we will fly to the United States to build personal and didactic skills that will enhance their ability

to offer forgiveness education as a means of peacemaking in Sierra Leone. Through this grassroots effort we hope to positively impact the development of the Sierra Leone National Early Childhood Curriculum and contribute to the long-term stability of this war torn country.

### Biographical Sketches

Loren L. Toussaint, Ph.D., is an assistant professor in the Department of Psychology at Luther College in Decorah, Iowa where he teaches courses on statistics, methodology, stress and coping, health psychology, and forgiveness. His research interests are in forgiveness, religion and spirituality, stress and coping, and health and well-being.

Alyssa C. D. Cheadle is a senior at Luther College graduating with an interdisciplinary major with emphases in psychology, religion, and health. She will attend Harvard Divinity School in the fall of 2008 to commence study in religion and the social sciences.

Anthony Sellu is a sophomore at Luther College majoring in physics. He is a native of Sierra Leone and lived through the civil war in that country. He hopes to some day use his

skills to bring peace and prosperity to developing countries.

Dr. Fred Luskin is director of the Stanford Forgiveness Projects and a senior consultant in Health Promotion at Stanford University. Dr. Luskin has written two best-selling books on forgiveness education: *Forgive for Good: A Proven Prescription for Health and Happiness* and *Forgive for Love: The Missing Ingredient for a Healthy and Lasting Relationship*.

Nancy Peddle is the former executive director of the International Society for the Prevention of Child Abuse and Neglect and the founder and current director of the LemonAid Fund established to make a difference in the lives of people who have been affected by war and other extreme difficulties.

Jan Krinsley and Megan Cox are elementary school teachers in the Palo Alto School District in California.

Loren L. Toussaint can be contacted at: [toulo01@luther.edu](mailto:toulo01@luther.edu).



# Peace Psychology: *Creating Peace with Justice*

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

## PRELIMINARY PROGRAM SCHEDULE

### DIV. 48, APA ANNUAL CONVENTION, TORONTO, AUGUST 5 – 9, 2009

Our hospitality suite will be at the Fairmont Royal York Hotel, a block away from the Metro Toronto Convention Centre and one of the three major APA Convention hotels. The address and phone of the hotel: 100 Front Street West, Toronto, ON M5J 1E3, Canada; (866) 840-8402.

We continue to partner with PsySR and have included its major events for the scheduling convenience of our members who also belong to PsySR.

### WEDNESDAY, AUGUST 5, 2009

#### **Executive Committee Meeting**

10 a.m. – 3:50 p.m. Fairmont Royal York Hotel Library  
CHAIR: Eduardo I. Diaz, PhD, Miami-Dade County Independent Review Panel, FL

#### **Toronto Initiative**

time & location TBD

Sixty psychologists will visit two diverse and economically challenged communities as part of an 11 Division partnership, Psychology-Community Engagement: Partnering for Social Change. Register online via APA Office on Socioeconomic Status, <http://www.apa.org/pi/ses>. This event will be followed by division programs, to be described separately, designed to expand thinking about how psychologists can work with communities confronting challenges. Division 48's contribution will be "Creating Peaceful Communities with Justice—Authentic Community & Psychologist Partnerships," listed below.

### THURSDAY, AUGUST 6, 2009

#### **Discussion: Scientists and Human Rights—Forming Partnerships**

9 – 9:50 a.m. Metro Toronto Convention Centre, Meeting Room 203B

CHAIR: Arthur J. Kendall, PhD, Capital Area Social Psychological Association, University Park, MD  
Clinton W. Anderson, PhD, APA Office of Lesbian, Gay, Bisexual, and Transgender Concerns, Washington, DC: Policy View From APA Headquarters  
Paula R. Skedsvold, PhD, JD, Federation of Behavioral, Psychological and Cognitive Sciences, Washington, DC: The Coalition: Who and What Is It?  
Susan D. Dudley, PhD, Society for the Psychological Study of Social Issues, Washington, DC: Forging Partnerships: The On-Call Scientists System  
Arthur J. Kendall, PhD: Some Experiences With Science and Human Rights

#### **Symposium: Creating Superordinate Identities (CE)**

10 – 11:50 a.m. Metro Toronto Convention Centre, Meeting Room 201D

CHAIR: Joseph H. de Rivera, PhD, Clark University  
Johanna Volhardt, MA, University of Massachusetts: Framing Victimhood to Create Inclusive Identities  
Rebekah Phillips DeZalia, PhD, College of the Holy Cross: Attempt to Create a Superordinate Identity in Rwanda  
Floyd W. Rudmin, PhD, University of Tromsø, Troms, Norway: Assimilation Versus Multiculturalism as Ways to Create Superordinate Identity  
Steve Nisenbaum, PhD, JD, Nisenbaum Partners, Topsfield, MA: Post-Darwinian Quest: Supreme Authority for End to Warfare  
Joseph H. de Rivera, PhD: Humanness as a Superordinate Identity

#### **Paper Session: New Directions in Peace Psychology—Areas to Explore**

1 – 1:50 p.m. Metro Toronto Convention Centre, Meeting Room 704

CHAIR: Peter T. Coleman, PhD, Teachers College, Columbia University  
Joseph H. de Rivera, PhD, Clark University: Assessing Support for a Department of Peace  
Michael D. Knox, PhD, University of South Florida: U.S. Peace Registry: Identifying Peace Leadership & Documenting Peace and Antiwar Behaviors  
James Hansell, PhD, University of Michigan—Ann Arbor: Psychopathology of Everyday Strife  
Thomas J. Rippon, PhD, MPA, Camosun College, Victoria, BC, Canada: Asymmetrical (Asy) Track Diplomacy

#### **Symposium: Creating Peaceful Communities With Justice—Authentic Community and Psychologist Partnerships (CE)**

2 – 3:50 p.m. Metro Toronto Convention Centre, Meeting Room 206C

CHAIR: Kathleen H. Dockett, EdD, University of the District of Columbia  
Amy E. West, PhD, University of Illinois at Chicago: Fostering Authentic Community-Driven Participatory Research and Program Development

Phillip Atiba Goff, PhD, University of California—Los Angeles: Leadership in Police Equity: A Case Study in Participatory Research  
Co-Author: Tracie L. Keese, PhD, Denver Police Department, CO  
Eduardo I. Diaz, PhD, Miami-Dade County Independent Review Panel, FL: Creating Constructive Community in Prisons  
Kathryn L. Norsworthy, PhD, Rollins College: Partnerships in Peace and Justice Work: Global North/South Collaboration  
DISCUSSANT: Lawrence H. Gerstein, PhD, Ball State University

### **Recognizing Our Students & Early Career Psychologists**

4:30 – 5:30 p.m. Hospitality Suite

A gathering for Peace Division members and student members. All are cordially welcome.

### **Toronto Initiative Interdivisional Reception: Divisions 8, 9, 17, 27, 32, 34, 35, 39, 44, 45, 48**

5 – 7:30 p.m. Tudor Room 8, Fairmont Royal York Hotel

Hosts: Susan Opotow, PhD, President, SPSSI, and Michaela Hynie, PhD, Division 9 Program Chair

### **Past Presidents Advisory Forum**

5:30 – 7:30 p.m. Hospitality Suite, by invitation only

Agenda: Past presidents to consider future directions for the Division; Directions for divisional awards and grants; Chair: John Gruszkos, PhD, Division Treasurer

### **Promoting Peace Education in Your Schools:**

#### **Suggestions from the Peace and Education 48 Working Group**

8 – 8:50 p.m. Hospitality Suite

Linden L. Nelson, PhD, Chair, Peace and Education Working Group

## **FRIDAY, AUGUST 7, 2009**

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### **Update on Social Justice Agenda**

8 – 8:50 a.m. Hospitality Suite

A discussion with Judith Van Hoorn, PhD, Division 48 representative to APA Council of Representatives. All welcome.

### **Discussion: Psychology Ethics in National Security Settings—Divisions 19 and 48 Present**

9 – 9:50 a.m. Metro Toronto Convention Centre, Meeting Room 810

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

Jean M. Arrigo, PhD, Project on Ethics and Art in Testimony, Irvine, CA

William J. Strickland, PhD, HumRRO, Alexandria, VA

Carrie H. Kennedy, PhD, U.S. Navy, Pensacola, FL

Ray Bennett, AA, Department of Defense, Washington, DC

### **Student Poster Session**

10 – 10:50 a.m. Metro Toronto Convention Centre, Exhibit Halls D and E

Meagan L. Nalls, BA, University of Tennessee—Knoxville: Sociopolitical Predictors of College Students' Support for the Iraq War

Co-Author: Robert L. Williams, PhD, University of Tennessee—Knoxville

Raina Lamade, BA, Fairleigh Dickinson University: Juveniles Sentenced to Die in Prison

Co-Authors: Nicole Pittman, JD, Public Defenders, Philadelphia, PA; Robert A. Prentky, PhD, Fairleigh Dickinson University

Nishant G. Patel, MA, Widener University: Identity and Trauma: Hindu-Muslim Perceptions of the 2002 Gujarati Riots

Co-Author: Sanjay Nath, PhD, Widener University

Grant M. Heller, BA, University of Detroit Mercy: Effect of Songs With Violent Lyrics on Interpersonal Aggression

Co-Author: David A. Lishner, PhD, University of Wisconsin—Oshkosh

Sheridy Leslie, BA, BS, York University, Toronto, ON, Canada: Does Exposure to Racial Inequality Shift Justice Beliefs? Examining the Relationship Between System-Justifying Beliefs and Suggestions of Racial Privilege

Co-Author: Allison N. Bair, MA, York University, Toronto, ON, Canada

Co-Author: Jennifer R. Steele, PhD, York University, Toronto, ON, Canada

Katherine M. Lacasse, BA, Clark University: Using Commonality of Death to Expand the Circle of Care

Amethyst Brell, BA, University of Rhode Island: Violence Sensitivity Versus Violence Tolerance: Studying Students' Thoughts on Violence

Co-Authors: Aviva Moster, MA, University of Rhode Island; Charles Collyer, PhD, University of Rhode Island

Gabe H.J. Twose, BA, Clark University: Societal Effects of the Framing of Truth Commissions

Shannon Gottschall, MA, BA, Carleton University, Ottawa, ON, Canada: Exploring Relational-Cultural Theory: Implications for Peace and Justice

Co-Author: Shelley L. Brown, PhD, Carleton University, Ottawa, ON, Canada

Lauren M. Groves, MBA, BS, Boston University: Fundamental Thought Structures of Moral Reasoning: Precursors for Peace and Justice

Co-Authors: Abram Trosky, BA, Boston University; Kathleen Malley-Morrison, EdD, Boston University

Helena Castanheira, MA, Boston University: Perspectives on Governmental Aggression and Peace in Western Anglophone Countries

Co-Authors: Elizabeth D. Planje, BA, Boston University; John Davis, PhD, Southwest Texas State University

Lissa B. Young, MA, University of Massachusetts Boston: Elements of Nonviolence in Communication Inventory: A New Measure  
Co-Author: Sheree D. Conrad, PhD, University of Massachusetts Boston

**Lynn Stuart Weiss Lecture: Psychology as a Means of Attaining Peace Through World Law**

11 – 11:50 a.m. Room 802A Metro Toronto Convention Centre

Jonathan Turley, JD, George Washington Law School: Criminal Minds and Means: Law, Psychology, and Morality in the Twenty-First Century  
The Lecture Series occurs annually among four APA Divisions, Divisions 9, 41, 48, and 52. This year Division 48 recommended the lecturer.  
Sandy Schullman, American Psychological Foundation Trustee, and Chair Eduardo I. Diaz, PhD, will introduce speaker.

**A UNESCO liberation psychology school Twinning Project between Canada and the Philippines: Health care outreach as a context for human rights awareness**

12 – 12:50 p.m. Hospitality Suite

John Szura, PhD, St. Augustine Center of Studies, Manila, Philippines, and John Cafferky, MA, Twinning Project director, John Paul II High School, Scarborough, Ontario, Canada. All welcome and bring lunch.

**Conversation with an Interrogator**

1 – 1:50 p.m. Hospitality Suite

A discussion with Ray Bennett, retired senior U.S. Army interrogator and co-organizer of the 2006 Seminar for Psychologists and Interrogators on Rethinking the Psychology of Torture at Georgetown University. Co-sponsored with Psychologists for Social Responsibility. All welcome. Bring lunch.

**Symposium: Serving Peace With Justice—International Perspectives and Paradigms**

2 – 2:50 p.m. Metro Toronto Convention Centre, Meeting Room 706

CO-CHAIRS: Steven E. Handwerker, PhD, International Association for the Advancement of Human Welfare, Inc., Boca Raton, FL and Brian C. Alston, MA, ND Enterprises, LLC, Honolulu, HI

A. Marco Turk, JD, California State University—Dominguez Hills: Cities Are Key to Societal Change and Successful Peace Building

Steven E. Handwerker, PhD: Building the Interfaith Dialogue: Lessons, One Faith at a Time

William R. Clough, DPhil, Argosy University/Sarasota: Conflict and the Willful Production of Ignorance

Discussant: Steven E. Handwerker, PhD

**Symposium: Protectors as Perpetrators—Vulnerability in Clinical, Legal & Military Work**

3 – 3:50 p.m. Metro Toronto Convention Centre, Meeting Room 709

CHAIR: Anthony J. Marsella, PhD, University of Hawai'i at Manoa

Jancis Long, PhD, Psychologists for Social Responsibility, Berkeley, CA: Protectors as Perpetrators: Vulnerability to Doing Harm in Three Professions

Roy J. Eidelson, PhD, Eidelson Consulting, Bala Cynwyd, PA: Resisting the Perpetrator Role: Traps Posed by Our Core Concerns

Ken Agar-Newman, RN, Victoria Coalition for Survivors of Torture, BC, Canada: International Health Professionals Ethics Oversight Committee

**Symposium: Rejecting Psychologist Involvement in Torture—Opening New Possibilities & Challenges**

4 – 4:50 p.m. Metro Toronto Convention Centre, Meeting Room 703

CHAIR: Steven E. Handwerker, PhD, International Association for the Advancement of Human Welfare, Inc., Boca Raton, FL

Michael W. Hovey, MA, MTS, Archdiocese of Detroit, MI: Conscientious Objection to State-Sponsored Violence: History and Current Practice

John P. Szura, PhD, St. Augustine Center of Studies, Quezon City, Philippines: Conscientious Objection to State-Sponsored Violence: New Developments, Opportunities, Challenges

**Sports as a Game Plan for Peace: A discussion about the roles of exercise and sports in building relationships that cross cultures**

5 – 5:50 p.m. Hospitality Suite

Co-sponsoring: Divisions 47 and 48; Presenter: Michael L. Sachs, PhD, Temple University. All welcome.

**PsySR Reception & Roundtable—Global Action for Ethical Psychology: What is Possible?**

5 – 7:30 p.m. Psychologists for Social Responsibility Hospitality Suite; All welcome

**Feminism and Peace Working Group Meeting**

6 – 6:50 p.m. Hospitality Suite

Linda M. Woolf, PhD, Chair of Working Group. All welcome.

## SATURDAY, AUGUST 8

**Invited Address: 2008 Morton Deutsch Conflict Resolution Award**

9 – 9:50 a.m. Metro Toronto Convention Centre, Meeting Room 809

CHAIR: Eduardo I. Diaz, PhD, Miami-Dade County Independent Review Panel, FL

Susan Opatow, PhD, City University of New York John Jay College of Criminal Justice: Moral Inclusion and Exclusion: A Historical Study

**Invited Address: Early Career Award**

10 – 10:50 a.m. Metro Toronto Convention Centre, Meeting Room 802A

CHAIR: Kathleen Kostelny, PhD, Columbia Group on Children in Adversity, Beaverdam, VA

Phillip Atiba Goff, PhD, University of California—Los Angeles: Racial Bias in Policing and Other Things We Know Nothing About

## Poster Session

11 – 11:50 a.m. Metro Toronto Convention Centre, Exhibit Halls D and E

Scott L. Moeschberger, PhD, Taylor University: Collective Memories, Political Violence & Mental Health in Northern Ireland & the Republic of Ireland

Co-Author: Ed Cairns, PhD, University of Ulster, Coleraine, Northern Ireland, United Kingdom

Caitlin O. Mahoney, PhD, Clark University: Transcending the Limits of Compassion: The Influence of Joy on Reactions to the Suffering of Distant Others

Christine D. MacDonald, PhD, Indiana State University: Asking One Versus Multiple Questions About Bullying in College

Co-Authors: Bridget J. Roberts-Pittman, PhD, Indiana State University; Amy Crandall, BA, Indiana State University

Christine D. MacDonald, PhD, Indiana State University: Four Types of Bullying and Harassment Experienced by College Students

Co-Authors: Bridget J. Roberts-Pittman, PhD, Indiana State University; Amy Crandall, BA, Indiana State University

Michele B. Hill, PhD, North Georgia College & State University: When Reality Bites Back: Chaos/Complexity Theory for Advocate Leaders

Co-Authors: Gregory L. Brack, PhD, Georgia State University; Lydia Odenat, MS, Georgia State University

Jenny R. Keller, PhD, Regina Qu'Appelle Health Region, SK, Canada: Peace Building: Another Competency Area for Counseling Professionals?

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

12 – 12:50 p.m. Metro Toronto Convention Centre, Meeting Room 709

CHAIR: Anthony J. Marsella, PhD, University of Hawai'i at Manoa

Michael G. Wessells, PhD, Randolph–Macon College: International Human Rights, Ethics, and Peace Building in a Dangerous World

## PsySR Business Meeting and Awards

1 – 2:30 p.m. Psychologists for Social Responsibility Hospitality Suite

### **Violence in Our Communities: Approaches for lessening aggression in children and families— Directions for collaborative research and community-psychologist interventions**

1 – 2:50 p.m. Hospitality Suite

Co-sponsored by Divisions 16, 48, and 56; CHAIRS: Bonnie Nastasi, PhD, Robert Geffner, PhD, Julie Meranze Levitt, PhD with Zoi Andalicio, MS, Bonnie Nastasi, PhD, and Stacy Overstreet, PhD, Tulane University, Steven Leff, PhD, Children's Hospital of Philadelphia, Kris Varjas and Joel Meyers, Georgia State University, Robert Geffner, PhD (partial list). All are welcome.

## APA DataBlitz: Competitive Student Poster Session

2 – 2:50 p.m. Metro Toronto Convention Centre, North Building – Level 100, Reception Hall 104C

Science Student Council, APA Science Directorate; Nishant G. Pastel, MA, Widener University, Division 48's entry, was accepted as one of the 14 poster presentations. His title: Identity and Trauma: Hindu-Muslim Perceptions of the 2002 Gujarati Riot

## Presidential Address (CE)

3 – 3:50 p.m. Metro Toronto Convention Centre, Meeting Room 201D

CHAIR: Deborah Fish-Ragin, PhD, Montclair State University

Eduardo I. Diaz, PhD, Miami-Dade County Independent Review Panel, FL: Practicing Peace Psychology for Justice System Reforms

## Business Meeting

4 – 4:50 p.m. Metro Toronto Convention Centre, Meeting Room 201D

CHAIR: Eduardo I. Diaz, PhD

## Peace Psychology Division (48) Reception: All Are Welcome

6 – 8 p.m. Hospitality Suite

# SUNDAY, AUGUST 9

### **University Oral History Focus on Local Heroes—Modeling Peace Activism in Utah**

9 – 9:50 a.m. Hospitality Suite

Kathleen French, PhD, Utah Valley University

### **Conversation Hour: Stemming Epidemics of Unpeacefulness Through Identifying and Promoting Personal Peacefulness**

10 – 10:50 a.m. Metro Toronto Convention Centre, Meeting Room 205D

CHAIR: Gregory Sims, PhD, Unicorn Youth Services, Philo, CA

### **Other Community Issues & Developing Peacefulness with Social Justice: Peace Psychologists Speak**

11 – 11:50 a.m. Hospitality Suite

Neda Faregh, PhD, Intrntl Centre for Youth Gambling and High Risk Behaviour, McGill University: Gambling: A Government Sanctioned Addiction

# Psychological Foundations of Ethical Reciprocity and Peace

*Kathleen Malley-Morrison, Boston University*

**O**ne question that faces all members of the American Psychological Association's Division 48 and other peace organizations is what it takes to achieve peace. I think the best answer on an individual level is to follow the ethic of reciprocity, the principle known as the Golden Rule. This ethic of reciprocity is a version of Immanuel Kant's categorical imperative, which says: "Act only according to that maxim whereby you can at the same time will that it should become a universal law." This guidance has been provided by all the major religions in the world. For example, the Talmud (Shabbat 31d) says: "What is hateful to you, do not do to your fellowman. This is the entire Law; all the rest is commentary." The Christian Bible (Matthew 7:1) says: "All things whatsoever ye would that men should do to you, do ye so to them; for this is the law and the prophets." In Islam, Mohammed's message in the Sunnah is: "No one of you is a believer until he desires for his brother that which he desires for himself." In Buddhism, we find (Udana-Varga 5.): "Hurt not others in ways that you yourself would find hurtful."

To actually live the ethic of reciprocity as espoused by these great religions, the ideas of three great psychologists—Erik Erikson, Lawrence Kohlberg, and Albert Bandura—are very valuable; as familiar as their theories may be, it is useful to consider how they relate to achieving a life characterized by the ethic of reciprocity and the pursuit of peace.

## **Erik Erikson**

In his psychosocial stage theory of the development of human personality and character, Erikson argued that the tasks of childhood are to begin developing what he calls virtues (specifically hope, will, purpose, and competence) that can last us our entire lives. He describes these nascent virtues as emerging out of dynamic developmental conflicts—for example, of trust vs. mistrust, autonomy vs. shame and doubt, initiative versus guilt, and industriousness versus inferiority. These virtues are the building blocks at the core of an adult's ability to love and work, and then to face death with sense of integrity and a minimum of shame and guilt. Essentially, Erikson argued that during infancy and early childhood, you

need to develop a modicum of trust in yourself and others while also maintaining a healthy skepticism that keeps you from viewing yourself and those with whom you identify in a narcissistic and over-idealized way and from completely trusting those who may not be completely trustworthy.

Erikson also argued that you need to develop the ability to function autonomously without always relying on the guidance and limit-setting of authority figures. However, you also need to retain the capacity to feel ashamed of yourself if some of the things you venture to do are shameful, regardless of whether they are approved by those authority figures or not. Finally, he held that although you need to learn how to take initiative, pursue goals, and assert yourself, you also need to develop a sense of guilt over moral violations—again regardless of whether those moral lapses are approved by those around you or not.

In sum, while Erikson thought adult character was strongest when the individual was basically trusting, autonomous, and able to pursue initiatives, he also thought that a healthy, well-functioning moral adult was guided at times by a reasoned mistrust of at least some people, a capacity for feeling shame, and the ability to respond ethically to the promptings of a guilty conscience. In a world where there are so many opportunities to behave unjustly, and often so much encouragement—often by people in power, leaders of one's community—to treat others in ways that you would not like to be treated, it is a good thing if behaving unjustly or mistreating others makes you feel ashamed and a bit guilty about your behavior.

## **Lawrence Kohlberg**

Kohlberg was particularly concerned about moral behavior, or more precisely the kinds of judgments people make concerning the morality or immorality of behavior. Kohlberg identified three levels in the development of moral maturity, each of which has two sub-stages. The first level, with its stages 1 and 2, is the pre-moral, preconventional level of judgment characteristic of childhood. The

second level, which Kohlberg called the "conventional" level, is more characteristic of adults; Kohlberg believed that the majority of adults make conventional moral judgments. At Stage 3, the good boy/nice girl stage of conventional morality, people judge the morality of acts based on the extent to which those acts please their authority figures and the group with whom they identify. Stage 3 moralists also tend to assume that what is conventional in their immediate community is also, thereby, moral. That is, they view the customs or habits of their group—how they dress, how they wear their hair, how they greet each other, and what their mating patterns are—as moral behaviors. Consistent with this orientation, they are likely to view groups with different customs as violating the "correct" standards of behavior—that is, the standards of their own group.

Although at Stage 3 there is at least a recognition that there are moral codes that should guide one's behavior, the problem is that if individuals grow up, for example, with an urban gang as their main "family," or in a Mafia family, or a terrorist family, or a neo-fascist family, judging the morality of a behavior on the basis of the extent to which it pleases one's role models is unlikely to lead one in the direction of a universalistic morality. Even if we take less extreme cases, Stage 3 individuals who grow up in an ethnic group that despises another ethnic group could find it difficult to behave ethically toward members of that other ethnic group—especially if that other group is viewed as subhuman, dangerous, and/or morally inferior to their own group. As the song in South Pacific says: "You've got to be taught to fear and hate. You've got to be taught before it's too late, to hate all the people your relatives hate, you've got to be carefully taught." Individuals whose moral judgments are based on Stage 3 morality can feel ethical when they hate the people their relatives hate—and may feel ethical even when engaging in genocide against those people.

Kohlberg believed that most conventional level thinkers actually use Stage 4 moral thinking, which is a law-and-order morality.

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Stage 4 moral thinkers recognize a broader basis for a moral code than the values of their family or tribe, but tend to equate morality with the law. They believe that if they are good law-abiding citizens, then they are moral beings. The problem is, of course, that both historically and in the present day, laws have not always been moral. There have been all kinds of discriminatory laws, laws that directly or indirectly hurt people because of, for example, their race, their ethnicity, their gender, or their sexual orientation. Worse, in our country as well as others in the world today, there are people, including leaders of governments, who interpret laws in ways that, they argue, permit torture and murder, and there are “law-abiding” citizens who trust in the interpretations of their leaders.

The wonderful thing about a true democracy, a democracy with a constitutionally-based separation of powers, is that injustice in one segment of the government—the executive, legislative, or judicial branch—can be corrected by another branch of the government. Understanding that principle, and recognizing that individuals can rightfully challenge injustices perpetrated by people in power, characterizes individuals in Kohlberg’s Stage 5, the Social Contract stage. Individuals at this post-conventional stage of moral reasoning recognize that governments, or particular units within governments, can, like individuals, act immorally; moreover, individuals who use Stage 5 moral reasoning can recognize that sometimes breaking a discriminatory or immoral law is more moral than obeying it—as long as the challenge to the law is non-violent. In this country, Martin Luther King’s leadership of the civil rights movement is a good example of Stage 5 morality in action.

Finally, Kohlberg’s highest stage, Stage 6, is the stage of principled reasoning. Reasoning at this stage is guided by a self-chosen, self-determined set of universalistic ethical principles like the Golden Rule or the Categorical Imperative. The “self-chosenness” of the principles is important here. It is not enough just to echo the “Do unto others” admonition; you must decide for yourself that following this principle is the only way you can live, that to trust yourself and live your life as free from shame and guilt as humanly possible, you must live by this set of principles. Kohlberg believed that Christ and Gandhi were exemplars of the ethical reciprocity of Stage 6 reasoning—worthy models for individuals wanting to contribute to the evolution of global peace.

### **Albert Bandura**

The final psychologist, Albert Bandura, has devoted his life to the study of human aggression and violence. He has identified some of the psychological processes—which he calls mechanisms of moral disengagement—that allow individuals to behave inhumanely to others without feeling shame or guilt. These mechanisms can even serve to satisfy their users that they are behaving morally because they are conforming to the values of their role models, or their spiritual guides, or their political leaders. Unfortunately, many leaders, often with the help of the media, promote the development and utilization of mechanisms of moral disengagement in order to insure their followers’ compliance in acts of horrifying violence against others.

Bandura, like Erikson and Freud before him, recognized that shame and guilt (so important in Erik Erikson’s theory) are uncomfortable emotions and that people will utilize a variety of strategies to avoid feeling them. For some people, such feelings may lead, as Erikson argued, to positive character development, mature intimacy, generativity, and integrity, but for others, the feelings may lead to strategies—moral disengagement strategies—designed to allow them to continue behaving badly without feeling shame and/or guilt. Bandura has identified several types of moral disengagement that allow ordinary people to tolerate and possibly even contribute to behaviors like torture, rape, and murder, behaviors that violate the ethics of reciprocity, the teachings of love and brotherhood in all major religious texts, and the human rights laws that all of the member states of the United Nations have endorsed.

These mechanisms include moral justification, which involves creating arguments designed to show that a violation of universal moral principles such as the Golden Rule is in fact morally justifiable. As Bandura says, “All kinds of inhumanities get clothed in moral wrappings”—for example, when thousands of innocent men, women, and children are killed so that the aggressor can bring them democracy. In this regard, Bandura also cites Voltaire, who said that “Those who can make you believe absurdities can make you commit atrocities.” Another mechanism is euphemistic labeling, which refers to sanitizing language, language designed to detract from the emotional intensity of the realities that are being referenced—for example, when a government labels the accidental killing of one of their soldiers by his own comrades as

“friendly fire,” or bombing missions as “servicing the target” or killing civilians as “collateral damage.”

Advantageous comparison is a way of trying to make your own behavior look good by comparing it with some frightful alternative. For example, during the Vietnam War, massive destruction of the Vietnamese countryside by means of Agent Orange was portrayed as being a lot better for the Vietnamese people than being enslaved by the Communists. Displacement of responsibility refers to claims that, for example, you were not personally being immoral when you committed an atrocity because you were only “following orders”—a claim that dominated the Nuremberg Trials at the end of World War II. Under the Nuremberg Principles, which are the basis of current international law, “only following orders” has explicitly been identified as an unacceptable defense. Nevertheless, it continues to appear in military contexts and probably led to the reducing of Lt. William Calley’s sentence for the My Lai massacre during the Vietnam War.

Disregard or distortion of consequences is another moral disengagement mechanism. Bandura notes that when people commit atrocities for personal gain or as a response to social pressure, one way to minimize shame and guilt is to minimize or distort the ill-effects of their behavior. In regard to contemporary warfare by the developed nations, this process is facilitated by modern technology, which allows one to maim and kill men, women, and children from high in the air without seeing the blood, the guts, and the dismembered bodies, and without hearing the screams of pain, the pleas for help, the begging of victims to end their pain. It has been noted that the Pulitzer-prize winning photograph of the naked Vietnamese girl running from her napalmed village played a pivotal role in turning the American public against the Vietnam War. More recent governments have exercised extreme control over media portrayals of wartime events to avoid a repetition of that kind of public disavowal of their political and military aims.

Dehumanizing or demonizing the other is a particularly common strategy, especially during wartime or other types of conflict. That means portraying your enemy as less than human, as some sort of vile creature. All sides created posters of the enemy as a subhuman monster during World War II and both propaganda and feature films of that era, as well as

during the Cold War and the Vietnam War, stereotyped, subhumanized, dehumanized, and demonized the enemy.

Consider this quote: "...[This nation is] aiming at the exclusive domination of the [world], lost in corruption, [characterized by] deep-rooted hatred towards us, hostile to liberty wherever it endeavors to show its head, and the eternal disturber of the peace of the world." Who do you think said that, and to what nation was he referring?

The answer is Thomas Jefferson, in 1815, when he was President, and the nation he was referring to was Great Britain. Imagine what might have happened if weapons of mass destruction were available back then. Suppose Jefferson, as President, pushed Congress for a preemptive strike against Great Britain. Would a more peaceful world have been achieved?

We live in frightening times, and it is easy to think that as individuals there is nothing much we can do about the violence and horror taking place in so many parts of the world. But individuals can and do make a difference and always have done so. Historically, it is easy to think of moral monsters who made a difference in the most reprehensible of ways—Hitler, Stalin, Genghis Khan—but it is also easy to think of many individuals who have made a difference by fighting for peace and justice—and I don't mean just Christ, and Mohammed, and Gandhi, and Mother Theresa. I mean Dr. Martin Luther King, Rosa Parks, Father Daniel Berrigan, Father Robert Drinan, Eleanor Roosevelt, Nelson Mandela, Desmond Tutu, Noam Chomsky, Cindy Sheehan, Amos Oz, Najeeb Mahfooz, Muhammed Yunnus, the signatories to the Camp David Peace talks that led to peace between Israel and Egypt, Aung San, and the young man who stood up to the tank at Tianeman Square, Howard Zinn, Noam Chomsky, and again Dr. Martin Luther King. Although there may be disagreements as to who should be on the list of individuals who have sought to live a life of ethical reciprocity, and who have contributed to the cause of peace, what matters is that we recognize that any individual, regardless of his or her religion, ethnicity, social class, education, gender, or nationality can make a difference, can help in the very human struggle against violence and injustice.

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## BOOK REVIEW

### Nonviolence in Mainstream Psychology

Rita Agrawal

A review of Kool, V.K. (2008). *The Psychology of Nonviolence and Aggression*, London: Palgrave-MacMillan.

Daniel Mayton (2001), has been pointing out for a long time that psychologists have generally neglected contributing to the field of nonviolence, but he also advocated that "Nonviolence, as an active behavior, falls clearly within the domain of psychology" (pp. 143-144). He wrote further, "To date only a handful of psychologists have written about nonviolence (e.g., Kool, 1990, 1993; Pelton, 1974) or researched nonviolence....." (2001, pp. 133-134).

The recent book by Professor V. K. Kool, who has been teaching and researching on nonviolence at the State University of New York, is timely and focuses on several important domains of modern psychology such as cognitive and motivational processes that have hitherto not been highlighted in a coherent style in other publications.

The title of the book is, in itself, very fascinating. While we generally find texts written either on aggression and violence or on peace and nonviolence, we find here the unique combination of nonviolence and aggression, and Kool gives us the reason for such a combination. By elucidating each independently and by sometimes pitting one against the other, he helps us draw conclusions regarding the psychological propensities for both these seemingly opposite types of behavior.

The volume is divided into seven chapters, each dealing with one important aspect of nonviolence (except for Chapter 2, which focuses on aggression). Chapter 1 introduces us to the concept of nonviolence and its importance both in the history and in the adaptive evolution of the human species. Kool starts with a series of paradoxes and points out the important role played by such paradoxical behavior in our understanding of that behavior.

Defining the nature of nonviolence in the very first few pages, Kool makes you think: the opposite of hazardous is nonhazardous, but simply because a substance is nonhazardous, is it safe to use it? Or, if nonvegetarianism implies the opposite of vegetarianism, will a

nonvegetarian agree to consume the flesh of pet animals? Another very relevant example is of the Sanskrit word "himsa" the opposite of which, "ahimsa" means much more than the absence of violence, it also connotes "efforts to create understanding and love" (p, 9). In fact the volume is filled with such appropriately drawn examples from daily life, substantiated by empirical evidence, helping students, teachers and researchers alike to understand this seemingly ephemeral and difficult, though recent addition, to mainstream psychology.

The chapter also points out that while more is known about aggression and its adaptive value, nonviolence is no less adaptive. Tracing the history of nonviolence in psychological research starting with William James to the contributions of psychologists such as Freud, Skinner, Rogers, Kohlberg and to recent literature on conflict resolution (for example, the work of Kelman and Staub), we are transported into the world of psychological theorization and provided an in-depth analysis of a model of nonviolence based on the research conducted by the author in the last 25 years. The chapter also contains an ingenious analysis of how we can use the Nobel prize-winner Kahneman's Prospect Theory for the understanding of why people choose to be violent rather than nonviolent. The chapter ends with yet another landmark achievement of Kool: the Nonviolence Test (NVT) which has been widely acclaimed and is one of the few tests of nonviolence that have found universal validity (Mayton, Susnjik, Palmer, Peters, Gierth, & Caswell, 2002).

Chapter 2 deals with the psychological underpinnings of aggression including not only the classical theories of aggression but also various methods used for the measurement of aggression. His analysis of the various laboratory measures of aggression (Fig, 2.2, p. 55) and the relation between aggression elicited by the experimenter and aggression in real life (Fig, 2.3, p. 56) are extremely insightful. Another section that most readers would find of interest is the section on the evolutionary basis of aggression and how it fails to explain why genes fight for survival and not for ex-

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inction, and in so doing, clarifies that non-violence is as adaptive as aggression.

Of even greater interest in the post-Darwinian analysis is the concept of 'exaptation':

... a concept derived from the architectural design of a bridge that tends to leave gaps between its pillars to support the bridge. These gaps between pillars of a bridge are used by homeless people for shelter, although spandrels are not designed for housing the homeless. The oversized brain is a very complex design that developed in evolution with spandrels housing such activities such activities as religion, fine arts and war. (p. 43).

In fact, the role of exaptation is being corroborated by recent findings in yet another emerging area of study, namely, social cognitive neuropsychology. While the amygdala, as mentioned by Kool, is the fear hub of the brain, its activation can be diminished by the hormone oxytocin (Mah, Arnold, & Grafman, 2004). Recent studies clarify that it plays an extremely important role in the manifestation of trust and cooperation (Lamm, Batson, & Decety, 2007), and even romantic love (Bartels & Zeki, 2000)—all important fore-runners of nonviolent behavior. So pervasive is the newly found role of oxytocin that it has been called 'the trust hormone.' This is a clear example of how exaptation has led to structures and processes that could prove to be responsible for nonviolent behavior.

If there is any chapter that has been especially fascinating for me, it is Chapter 3, entitled "Cognition, the Engine and Brakes of Nonviolence." The true knowledge of any scholar can be measured by the way he moves seamlessly between diverse areas of research, extrapolating from each and developing an overall framework. Using the analogy of a vehicle that not only requires the machinery but also requires fuel to run that machine, Kool elucidates the role of cognition and motivation in the next two chapters, cognition providing the engine and brakes (the machinery of nonviolence), and motivation providing the fuel. Drawing from information processing models to social psychological theories, from theories of moral development and cross cultural research to even the recently emerging field of positive psychology, we are shown how nonviolence is a function of not only adaptive, cognitive and motivational processes but also draws strength from child

rearing practices and the norms to which we are exposed.

Chapter 5 is unique. Departing from the traditional method of expounding theories, citing empirical research and thereby arriving at conclusions, Kool makes use of brief biographical sketches to explain the role of various personality factors such as resilience, ripeness and generativity in the promotion of nonviolent behavior. Contrasting conflict resolution strategies of people famous for their violence (for example, Hitler) or for their nonviolence (for example, Gandhi and Rosa Parks), he has helped to create new insights regarding our understanding of non-violence. I do, however, feel that the analogy of the vehicle started earlier could have been continued and the chapter could have been named "Nonviolent Individuals: The Drivers of Nonviolence."

Since both nonviolence and aggression are normally reactions to conflicts, it was not surprising to find a chapter on conflict resolution (Chapter 6). Drawing considerably from both classical and more recent research on the topic as well as international conflicts, the chapter elaborates on the nature of conflicts, what makes some of them intractable, while others are resolved amicably. Current efforts on international conflict resolution such as GRIT, Alternative Dispute Resolution methods and Restorative Justice, alongside descriptions of some of the ingenious ways in which psychologists have not only created actual conflicts but also resolved them in field experimental settings help the reader to get a practical understanding of conflicts and their resolution. The volume ends with a very thought provoking chapter (Chapter 7) on the prospective applications of nonviolence in the twenty-first century, covering areas such as terrorism and structural violence.

Thus, Kool has very carefully navigated us through the often turbid waters of nonviolence, using a well crafted analysis that takes into consideration all aspects of human behavior: genetics, cognition, motivation, emotion, personality and even critical areas of social psychology. Going through the volume, one cannot help but be convinced that Kool feels and writes about nonviolence with a passion that goes far beyond mere scholastic effort. He clarifies that an interdisciplinary effort coupled by a micro-macro analysis alone would help us unravel such a complex pattern of behavior.

The vast horizon encompassed by Professor Kool in this volume on nonviolence and aggression has probably been best expressed by Charles Collyer, a Princeton scholar, now at the University of Rhode Island. He writes:

The work Professor Kool has done in reviewing and organizing a large literature covering many areas relevant to peace psychology is very impressive. This Herculean work makes this an important text, and to my knowledge there is nothing quite like it.

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# 2009 Peace Psychology Early Career Award

SOCIETY FOR THE STUDY OF PEACE, CONFLICT & VIOLENCE (DIVISION 48)  
AMERICAN PSYCHOLOGICAL ASSOCIATION

## Purpose and Eligibility

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

## Award

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

## Criteria for Selection

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

## How to Apply

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

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

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

## Deadline

*Applications must be received by December 15, 2009.*

# Sierra Leone and the Meaningful World Team

*Kenneth Suslak*

*K*enneth Suslak, Ph.D., a child clinical psychologist, has recently returned from Sierra Leone after a two-week mission with a team from Meaningful World, a New York based NGO, led by Dr. Ani Kalayjian. The team included Drs. Kalayjian and Suslak, Rev. Dana Mark, Julie Lira, and our videographer, Ghen Zado-Dennis. The team was also joined by Judith Lahai-Momo, a native Sierra Leonean who runs a U.S. based non-profit which has helped to set up a children's center in the small town of Gobaru. Goals were to assess the psychosocial needs of the surviving community, six years after a horrific civil war, to train outreach teams in three areas, and to form partnerships with local universities and mental health programs.

The civil war, from 1987-2002, resulted in hundreds of thousands of deaths, houses burned, parks and infrastructure destroyed, and horrific sexual crimes, mutilations, and other atrocities. Once one begins to engage more deeply with the survivors and their families, their loss, anger, uncertainty about the future loom large in their stories, and yet their courage, resiliency, and drive to serve their nation is startling.

The first two days were spent assessing the physical and human destruction. The next two days we trained faculty and students at Njala University in Freetown. The team next traveled to Njala and Bo to train community health workers in basic tools for assessing and working with trauma. We then went to Gobaru and small communities in the Pujehun district to work with educators, children and adolescents. We returned to Freetown to spend the last day with the Psychosocial Network, an outreach team of mental health workers who had some previous training and are active in local communities.

We have established collaborative relationships with these organizations and hope to continue our work through exchanges, internships, ongoing supervision via the Internet, and returning teams to continue the work. There is a desperate need for books of all kinds, especially for the new school of social work, the community health program, and the mental health outreach teams.

Although the work was challenging and one can be easily overwhelmed, it was extremely rewarding to experience the warm welcome, the eagerness of survivors to tell their stories to the world, the openness to empowerment strategies of working with traumatized populations, the wish for reconciliation combined with social justice, the desire to rebuild the educational system, and the spirit of the people.

Please contact Kenneth Suslak, Ph.D. (303-817-9963 or [suslak@comcast.net](mailto:suslak@comcast.net)) for more information on how you can be helpful and/or to arrange for talks to local organizations, interviews and other presentations.



# Peace, Sustainability, and Warmongering

William A. McConochie

If ever there was an interdisciplinary subject it has to be peace psychology, or peace studies broadly defined, for many, many traits and topics are intertwined when one delves into the many psychological traits that relate to attitudes about war and peace.

*P*reparing a talk for the Ecopsychology Conference in Portland this summer I reviewed my studies about what relates to endorsement of sustainability and the environment, both broadly defined. Those who endorse sustainable policies and programs and protection of the environment tend also to endorse public democracy (government serving the common good) (.43\*\*), a positive foreign policy (.65\*\*), human rights (.72\*\*), kindly religious beliefs (.54\*\*), and increased direct citizen participation in government (.46\*\*). They tend to be higher on the Big Five traits Agreeableness and Emotional Stability.

Persons who endorse sustainability and the environment tend not to endorse warmongering (-.69\*\*), social disenfranchisement (feeling alienated socially) (-.62\*\*), military dictatorship government (-.48\*\*), and religious fundamentalism (-.50\*\*).

Endorsement of sustainability and ecology seem unrelated to intelligence or amount of education. Regarding frequencies, citizens strongly support ecology endorsement (98%, sustainable polices (65%), public democracy government (82%) and a positive foreign policy (88%). Only 3 to 5 percent endorse warmongering.

One implication of these studies is that support of sustainable policies and for the environment in general is a pro-social human trait held by a strong majority of citizens. Educators, journalists and scientists might best invest their energies in figuring out how to politically empower common citizens, giving them more direct voice in public policy. Citizens already know that the environment and sustainability are important issues. The majority of citizens want policies and programs that protect the environment and the common good. We need government that must and will listen to citizens' collective voice, not the voice of self-serving, small special interest groups that buy legislative decisions with campaign contributions. Given a voice, citizens will choose leaders that will assure a safe and sustainable world for us all.

For additional details, see:  
[www.politicalpsychologyresearch.com](http://www.politicalpsychologyresearch.com).

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## *Peace— You Are Never Alone*

by Steve Handwerker

Walking along;  
The Beach;  
Apparently the only one as far as the  
eye can see;  
Feeling, Seeing;  
Presences;  
The Ocean, the Sand, the Shells,  
The grassy patches upon the hills;  
Quietly, Powerfully Present;  
In the Stillness;  
Peace-ful-ness in this wake;  
Listening, speaking, sharing, mediating,  
encompassing;  
Through Listening to the inner/intuitive  
stillness from which Peace arises.  
As they come through me;  
Knowing beyond the fray and folds of  
lives' complexities.  
Simply expressing,  
Simply representing,  
Simply Being,  
The Peace, A Cause, A Result.  
It comes from many voices,  
And goes to so many spaces.  
...I quietly Rejoice.  
It is a Choice; for me; for you; always, within  
Each moment...each breath,  
Peace.



## APA Council of Representatives Spring 2009 Report

*Judith Van Hoorn, Albert Valencia & Corann Okorodudu (Rep through December, 2008)*

### Activities Report

Although these Newsletter reports focus on key actions at Council meetings, Each week we work on issues relevant to Division 48. Here are the highlights of some of our ongoing work this fall:

◆ As Council Co-Movers (sponsors) of a new business item, we worked throughout the fall to support a call for changing the Ethics Code Standards 1.02 and 1.03 to clarify that psychologists cannot use that standard as a defense against violating basic human rights. This continued work that we began in 2005. This March, all eight Movers posted a joint response to the Ethics Committee's call for comments.

◆ We worked to organize support for the APA Amendment that would have created seats for representatives from four ethnic minority psychological associations that have worked with APA for many years. This Amendment was defeated narrowly by a vote of the membership.

◆ Corann Okorodudu was a member of the Presidential Advisory Group on the Implementation of the Petition Resolution (see below); a member of the Committee on the Structure and Function of Council; and a member of the ad hoc Council group that revised the APA Mission and Vision Statements. Judith Van Hoorn is Treasurer and excomm member of the Public Interest Caucus of COR and, as Division 48 Liaison to the Divisions of Social Justice, convened the Council meeting of Council Representatives who are members of DSJ.

This spring, we (Albert and Judith) will be working together to support the review of Standards 1.02 and 1.03; consulting with the Ethics Committee regarding the Casebook and Commentary; revising the proposal for a task force on immigration; and following the progress of the task force on the effects of armed conflict on children and families who are refugees living in the U.S.

### 2009: A Change of Council Representatives

Due to APA rules limiting the service of a Council Representative to six years, Division 48 was informed in December that Corann Okorodudu could no longer serve as Council Representative in 2009. A new Representative had to be appointed immediately if the Division were to have two representatives prepared and in attendance at the February Council meeting.

Given this unexpected notice, the Executive Committee voted to appoint Albert Valencia as Representative. Dr. Valencia has served the Division in several capacities, including Chair of Convention Programming. He is Associate Professor of Counseling at CSU Fresno where he coordinates the School Counseling Program, teaches a variety of courses, including Multicultural Issues in Counseling, Domestic Violence, Writing in APA Format and Style, and Research. Albert is former Director of the University Mentoring Institute and, in a former life, was elected and served on a Unified School District Board of Education. He has been on the Board of a number of state and national commissions and also was in private practice. (Note: Division 48 has followed APA Council's recommendation to promote diversity on Council by identifying that at least one election slate for Council Representative is for ethnic minority candidates. Indeed, at present, Albert Valencia is one of less than ten Latino/Latina COR representatives or approximately 5 percent of Council Representatives.)

We thank Corann Okorodudu for her longstanding leadership on Council and her work that has continued to make Division 48 a strong voice for peace and social justice, including resolutions against torture and resolutions against all forms of discrimination. She was an APA UN NGO delegate to the 2001 UN Conference Against Racism and one of the authors of the official APA report on the delegation's contributions. Last November, Corann Okorodudu was appointed by 2008 APA President Alan Kazdin to the Presiden-

tial Advisory Group on the Implementation of the Petition Resolution that was critical in recent action to officially recognize the petition as policy (see below). Corann Okorodudu remains 2009 Chair of the Committee on the Structure and Function of Council and, in February, chaired the orientation for new Council Representatives.

### Psychologists and Unlawful Detention Settings with a Focus on National Security: Council Adopts Petition as Policy

Last fall, APA membership approved a petition creating policy that prohibits psychologist from working in settings such as Guantanamo in which persons are held outside of, or in violation of either International Law or the U.S. Constitution. The petition was drafted by Dan Aalbers, Ruth Fallenbaum, and Brad Olson. In accordance with APA Bylaws, the petition was signed first by 1 percent of APA members and, consequently, sent to the membership for a vote. According to APA rules, such a petition does not become policy until the "the next annual meeting" in August. Furthermore, unless specific actions are specified in a petition, Council is charged with adopting actions to implement policy. After the vote by the membership, President Alan Kazdin sent letters to various government officials notifying them of the change in policy that would be implemented (including letters to then-President Bush, the Department of Defense, etc.). Importantly, President Kazdin created a Presidential Advisory Group on the Implementation of the Petition Resolution (see <http://www.apa.org/ethics/advisory-group-final.pdf>). The Advisory Group included the three drafters of the petition (above), two members of the APA Board of Directors, and six Council Representatives, including Corann Okorodudu.

The Advisory Group was charged with suggesting clarifications regarding intent and scope of the resolution as well as proposing options for implementing the resolution. Considering the diversity of the constituencies they represented, it is a tribute to the members of the Advisory Group that the

Report represents full consensus. The Report recommended that Council act in February rather than August to adopt the petition officially and also recommended a name for the petition. Importantly, the Advisory Group proposed numerous options for Council to consider when implementing the Petition. We recommend that all Division members read the Report in its entirety.

Though Council voted to receive rather than adopt the Report (which would have made it an official APA statement), the importance of the Group's Report in influencing Council's action cannot be overstated. Prior to and during the February meeting, Division 48 Representatives worked several other Representatives to contact various Board, Council and other COR Caucus members to urge that Council make the resolution policy in February, adopt the name suggested by the Report, and adopt the report in whole. Negotiations continued throughout the evening prior to the vote.

Council took the following actions after hearing an explicit request by APA President James Bray that it carry out the wishes of the membership in a timely way:

- ◆ Voted to set aside the rules to vote on making the petition policy at the meeting.
- ◆ Voted to make the petition text policy.
- ◆ Voted to name the petition (see above) to help clarify the purpose and scope of the policy.
- ◆ Voted to receive the Report. This means that the Report is not a policy document and that none of the options are adopted. Although the Report is not adopted as an official APA document, it is posted on the APA website. This means that the Report, including the clarifications and options for actions, will be cited in the various APA documents and official letters to government officials, organizations, etc. Furthermore, we expect that all APA Boards and Committees will review the options relevant to their work and make recommendations to Council.
- ◆ Voted to direct APA's staff at the Central Office to include reports with information about various steps taken to implement this policy, including those proposed in the Report, prior to the August Council meeting.

As your Representatives, we will request this information more often.

NOTE: One important issue is that though this is now an official statement of APA policy, like numerous other statements of policy, it is not enforceable as an ethical violation if psychologists continue to work at that site.

### The 2009 APA Budget Challenge

Each year Council reviews and approves the APA budget. Council has dealt with hard years and years of plenty. This year is obviously particularly challenging because of the grave impact of the economy on APA revenues, especially investment revenues, although membership, publishing income, and real estate holdings remain fairly strong. Council spent considerable time in discussions with CEO Norman Anderson, APA Treasurer Paul Craig, PhD, and APA CFO Archie Turner. "Like many organizations, APA's investment portfolio sustained serious losses in 2008," Turner said. "Those losses mean that we don't have the cushion we might have had in other years to cover a budget deficit. Consequently, we must have a balanced budget this year."

After lengthy discussion, Council approved a 2009 budget with major cuts in expenditures approximating \$12 million. Council approved the recommendations of the CEO and Board of Directors that there be major cuts in both administrative and governance budgets. Administrative cuts include a staff hiring freeze and a freeze on income increases for those at higher levels. Governance cuts include the elimination of most fall 2009 meetings of boards and committees as well as the total elimination of the board and council discretionary funds, cuts in spending on public education programs, and a staff hiring freeze.

Update: At the Council meeting and in subsequent emails, we were apprised that because the economy is fluctuating the APA budget might continue to mirror instability. In a recent March email communication to Council, CEO Norman Anderson informed us that additional cuts have had to be made immediately in order to avoid a deficit budget. As your Council Representatives we hope that you will contact us with your ideas for cutting expenditures while maintaining services to members and the public and contributions to public policy.

### The Military's Policies Regarding Sexual Orientation

Council received the final report of the Div. 19 (Military) and Div. 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues) Joint Task Force on Sexual Orientation and Military Experience. APA's policy's against discrimination includes discrimination based on sexual orientation. The report included details of numerous actions and activities already carried out. For example, according to the Report, these include "A workshop for military clinical psychologists designed to highlight appropriate and ethical strategies for addressing the needs of GLB clients in military settings was planned and conducted at the annual APA convention in 2007. The workshop blueprint will be made available to others to facilitate a broader impact."

### APA's Strategic Planning Process

During the past year, both the APA administration and governance have been involved in the organization's first strategic planning process. Council has been working on a mission and vision statement. At its February meeting, Council adopted the following vision statement that describes the APA's aspirations for the kind of organization APA hopes to become as well as the impact it hopes to make in the next decades.

### APA Vision Statement

The American Psychological Association aspires to excel as a valuable, effective and influential organization advancing psychology as a science, serving as:

*A unifying force for the discipline; The major catalyst for the stimulation, growth and dissemination of psychological science and practice; The primary resource for all psychologists; The premier innovator in the education, development, and training of psychological scientists, practitioners and educators; The leading advocate for psychological knowledge and practice informing policy makers and the public to improve public policy and daily living; A principal leader and global partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal and global challenges in diverse, multicultural and international contexts; and*

*An effective champion of the application of psychology to promote human rights, health, well being and dignity.*

\* Note: We call your attention to the inclusion of “promote human rights,” text added during the Council meeting, which we consider a major addition to the vision statement.

## Peace and Education Working Group Report

Linden Nelson

A colorful brochure “Careers for the Greater Good” was published in October 2008 by Psychologists for Social Responsibility for the purpose of encouraging high school and college students to make socially responsible career choices. The original draft of the brochure was created by a group of PsySR and Div. 48 members in San Luis Obispo, California. Peace and Education Working Group members reviewed drafts of the brochure that were distributed via the peace education listserv and had opportunities to give input. After the brochure was printed, the San Luis Obispo group provided copies for 1500 students in the local high school and 500 students in a local middle school. The brochures are being distributed to students by school counselors during their career orientation meetings. Counselors at another local high school subsequently contacted the San Luis Obispo group and asked for participation in their Career Day. Two members of the group discussed careers in psychology with about 70 students and gave each student a copy of the brochure. Offering to assist school counselors with career orientation activities appears to be an effective way for psychologists to create opportunities for promoting development of social responsibility in students within educational systems.

The “Careers for the Greater Good” brochure may be viewed and copied at <http://www.psysr.org/materials/Career-Greater-Good.pdf>. We are asking all Div. 48 members to consider the possibility of giving copies of the brochure to career counselors and students at their local high schools and colleges. Making contact

with school counselors and/or their supervisors (sometimes a student services director or a principal) may be a good way to initiate this process. At the college level, making contact with the counseling center or the career center may be effective avenues for distributing the brochures. Complimentary copies of the brochure may be requested from the PsySR office, and multiple copies may be ordered for 10 cents each, plus postage (Call 202-543-5347 or e-mail: [info@psysr.org](mailto:info@psysr.org)).

Under the leadership of Hal Bertilson, the Working Group is expanding efforts to solicit teaching materials on peace, conflict, and violence for college courses. After peer review and approval, these materials will be added to the “Peace Psychology Resource Project” section of the Div. 48 Web site and linked to the PsySR Web site. The materials will also be used in developing a model peace psychology course, a project coordinated by Dan Christie. If you have syllabi, class activities, lecture outlines, course assignments and projects, or any other relevant materials for teaching about peace, conflict, and violence, please contact Hal Bertilson at [HBertils@uwsuper.edu](mailto:HBertils@uwsuper.edu).

We recently updated a list of websites with free lesson plans for grades K – 12 that is available on the PsySR web site (<http://www.psysr.org>, click on “Peace Education”) and linked to the Div. 48 website. Finally, we also recently updated another resource on the PsySR website titled “Graduate Programs in Peace Psychology.” This resource offers suggestions about how to identify graduate programs that might allow a student to pursue specialization in peace psychology, and it provides information and Internet links for relevant psychology and peace studies graduate programs.

We communicate with Working Group members and others interested in peace education using a Yahoo Groups listserv that currently includes about 175 people. We send about three messages per month dealing with our group’s activities and announcing events and resources related to peace education. If you would like to be added to this list, please contact me at [LLNelson@Calpoly.edu](mailto:LLNelson@Calpoly.edu).

## Peace and Spirituality Working Group Report

Steve Handwerker

The Working Group for Peace and Spirituality begins its twelfth year and continues to engage and expand its project venues, research endeavors and community work. We are very pleased with the efforts and intentions that have contributed to making this Task Force in Peace Psychology a living and breathing reality. A wide variety of inputs comprise one fundamental theme: promoting those values that promote peace and operationalizing them in the midst of a diversity of professional experiences in the field of psychology, as well as related fields.

To this point in time we have documented over 460 inquiries! Some of the broad range of interests that have been part of this Group’s activities include: publication of articles by members of the working group included within the edited volumes (by Samuel Natale) of Oxford University Publications 2005, 2006 and 2007. There is an upcoming publication of a book with contributions from various members (and professionals outside 48) through BookSurge publications. It is a series of essays and articles and is titled “Visions in Conflict Volume II.” This will go to press at the end of February. In addition, “Building Unity Through Education”; is a presentation and publication at Oxford University of results from international research on values that promote peace. This venue deals with working within communities with religious leaders to create Sunday school curricula that address tolerance and understanding between the faiths.

The Group’s members’ other interests include: research in relation to resiliency (and the prevention of burnout); the establishment and replication of cross validated, multicultural Peace and Spirituality measures; and the participation in the APA Midwinter Conferences (last two years) at Loyola University. Over the previous 12 years, at least 57 programs have been generated for APA conventions and Midwinter conferences that have addressed values that promote peace.

At this point various tasks are at the forefront of the Group's efforts: 1) Creating/participating in programs (at professional conferences), 2) Working on a book on Building Interfaith Harmony and on another book on Peace and Spirituality, 3) Continuing international research utilizing a Peace Inventory which explores the impact on values and their role in peace building and coping with trauma. We continuously receive requests for permission to use this measure internationally and in a greatly expanded number of venues! We promoted the theme of the impact of values on peace building to interested participants at the APA Midwinter Conference for Div. 36 involving interfaith topics and values research. Additional work is currently going on with religious and community leaders to expose the ideas of building interfaith harmony through the generation of various curricula WITHIN the settings of each of the various groups. One such continuing project exposes and shares marriage ceremony rituals from different perspectives to different religious groups. A book is still at the beginning stages in this area of interfaith work and through the initiation of various members it is receiving top priority and we are seeking publishers for this project. We are very much looking forward to another decade of meaningful work. From the heart of this intention we invite any and all colleagues to expand our radius of concerns and endeavors in the promotion of peace building values! For any information regarding this Task Force please contact: Steve Handwerker, PO Box 880229, Boca Raton, FL 33488-0229 or email me at [peacewk@peacewk.org](mailto:peacewk@peacewk.org). Thank you very much for all you do for peace.

## Working Global on Violence and Security

Joseph de Rivera

The members of this group have been active in both the academic and applied aspects of understanding and preventing global violence. For example, Marc Pilisuk and Jennifer Achord Rountree have published:

Pilisuk, M. & Achord, J. (2008). *Who Benefits From Global Violence and War: Uncovering a Destructive System*. Westport, CT: Greenwood/Praeger

Pilisuk, M. & Achord, J. (2008, July/September). Not quite a conspiracy: Networks of power. *Peace Magazine*, xxiv (3), 20-23.

Pilisuk, M., Achord, J., & Pellegrini, G. (in press). Playing the Imperial game: The mindset behind the attack on Iraq. *Canadian Journal of Peace and Conflict*.

In addition, one of Marc's recent papers—on the situation in Afghanistan—may be easily retrieved from <http://www.commondreams.org/view/2009/03/01-4>.

Diane Perlman has been going to many meetings in Washington, DC, raising issues of the psychological aspects of conflicts and policy. She has been asking about using more advanced strategies of conflict transformation in the Mid-East and is attempting to get psychological knowledge more integrated with the field of conflict studies. She is addressing the rhetoric used around Iran, and issues around the psychology of nuclear proliferation and how policies that are intended to prevent it actually provoke it. Many of Diane's analyses on the Mid-East conflict, Iran and Nuclear weapon control may be retrieved from <http://www.huffingtonpost.com/diane-perlman>.

## Membership Report

Rachel MacNair

Are you going to an academic conference that might be a good place to have membership brochures for Division 48? If you willing to have a handful of brochures mailed to you to set out on a table, assuming it's a conference that allows for that, please let me know and I'll get them out to you. Any other ideas for membership recruitment are, of course, also welcome. You can send me information directly to [drmacnair@hotmail.com](mailto:drmacnair@hotmail.com), or call me at 816-753-2057 (Central Time Zone).

## Feminism and Peace Working Group

Linda M. Woolf

The Feminism and Peace working group endeavors to build connections between feminist scholarship and peace psychology and to integrate feminist perspectives into the life and activities of the Society. As the newly appointed Chair of the group, I want to reach out to all members of the Society for input and involvement. If you are interested in becoming a part of the working group or have ideas for new activities, please contact me at [woolflm@webster.edu](mailto:woolflm@webster.edu). Also, if you are in Toronto for the Annual APA Convention, check the Division 48 Hospitality Suite schedule. We will be having an organizational meeting of the Feminism and Peace working group in the Suite. Please join us, as issues of feminism and peace are fundamental to our work in peace psychology and the Society.

“To all those who walk the path of human cooperation war must appear loathsome and inhuman.”

– Alfred Adler

# ANNOUNCEMENTS

## Historian/Archivist Needed

### Division 48: American Psychological Association

Division 48, the Society for the Study of Peace, Conflict, and Violence, is seeking a volunteer from its membership to fill the role of historian and archivist. This individual will assume control and organization of the records of the Society since its founding. Responsibilities will include maintaining a record of the important decisions and activities that affect the running of the society, as well as preserving historical materials such as texts, publications, photographs, video recordings, lists of officers, records of awards, etc., that are considered to be of enduring value to our membership.

This position includes status as a voting member of the Executive Committee, and offers an opportunity for an interested party to become involved in the decision-making process of the Society. The prospective candidate would be voted into office by the current members of the Executive Committee, and would assume a three-year term of office. The Committee meets monthly by conference call, and also holds in-person meetings twice each year, one of which takes place in conjunction with the APA convention. As a voting member, the appointee will need to be available for a majority of these meetings to ensure a quorum of the Committee. The Society provides travel reimbursement for attendance at one of the two in-person meetings per year.

If you want to become more actively involved in the leadership of Division 48, this would provide an excellent opportunity to do so!

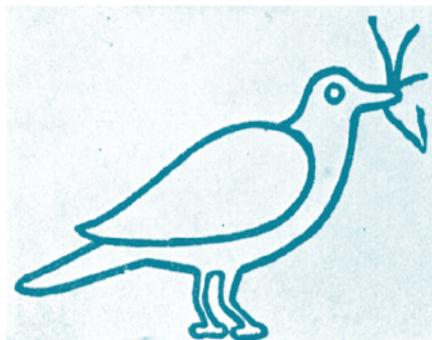
Questions or statements of interest may be directed to John Gruszkos, Ph.D., Division Treasurer, at [jgrusz@verizon.net](mailto:jgrusz@verizon.net).

## SURVEY of Peace Psychology Courses

The Society for the Study of Peace, Conflict, and Violence (Div. 48) is conducting a survey to determine how many peace psychology courses are currently taught in the U.S. and abroad. If you are affiliated with a college or university that currently offers what you would consider to be a course in peace psychology, we would like to know the title of any such course, the name of the institution offering the course, and if available, the name of the person teaching the course. Please send this information to me at [LLNelson@Calpoly.edu](mailto:LLNelson@Calpoly.edu).

If you teach a course in peace psychology and would be willing to share your syllabus with others as part of our collection of teaching materials, please send the syllabus to Dr. Hal Bertilson at [HBertils@uwsuper.edu](mailto:HBertils@uwsuper.edu). Thank you very much.

Linden Nelson, Chair  
Peace and Education Working Group



## Request for Assistance in Developing Curriculum for Teaching Conflict Resolution & Peace Building in Pakistan Schools

I am requesting help in locating free or low-cost educational materials and activity guides, which we can be adapted by non-psychologists to teach conflict resolution and peace-building to secondary school students in Pakistan.

Our objective is to wean young people away from the lure of extremism and terrorism and turn them into agents of peace and harmony.

We will start the program in a couple of schools. If successful, we will explore the possibility of expanding the program in other schools in Pakistan, as well as India.

We are a small, Oregon-based, registered, nonprofit organization dedicated to promoting peace in South Asia and harmony among South Asians everywhere. More information about us is available on our two websites [www.asiapeace.org](http://www.asiapeace.org) & [www.indiapakistanpeace.org](http://www.indiapakistanpeace.org).

Pritam K. Rohila, Ph.D., Executive Director, Association for Communal Harmony in Asia (ACHA); [asiapeace@comcast.net](mailto:asiapeace@comcast.net).



## Mario Benedetti's "Pedro y el Capitán" Translated

**ADRIANNE ARON** of Div. 48, whose clinical work is with survivors of torture, has translated Mario Benedetti's famous play, "Pedro y el Capitán," to be published by Cadmus Editions, Spring, 2009, with an introductory essay by Aron. Like her translations of Ignacio Martín-Baró in *Writings for a Liberation Psychology* (Harvard, 1994), this book deals with the psychological consequences of oppression, but in a different genre: theatre, easily adapted to classroom oral readings.

A gripping dialogue between a torturer and his victim, the drama of Pedro and the Captain takes place in an interrogation room, where lives are deconstructed by the violent hand of an unnamed terrorist state. Written in 1979 by a Uruguayan author, the scene could be any U.S. torture center operating today. It's a compelling story in which one character begins life as a decent man and is converted into a torturer, and another, an ordinary guy with leftist political ideals, rises to the stature of martyr, preferring death over betrayal of his comrades. Benedetti's play unpacks its deep political and psychological content with intensity, delivering humor amid great sadness, beauty together with wretchedness, and amazing commentaries on the human condition that mark this as a work of great literature and powerful psychological insight.

Michael R. Hulsizer

For this edition of the *Peace Psychology Newsletter*, I thought I would introduce a new section aimed at educators interested in ways to introduce students to peace. I hope fellow educators will consider submitting lecture suggestions, links to resources, and other teaching tips for future editions of the newsletter.

I would like to focus this inaugural corner on a site I recently became aware of through Neil Wollman's emails to the SPSSI listserv. Kids Can Make A Difference (KIDS) is an educational program designed for teenagers that brings to light the root causes of hunger and poverty. What is unique about this program is the fact that the major goal of the program is to "stimulate the students to take some definite follow-up actions as they begin to realize that one person can make a difference."

The website associated with the program (<http://www.kidscanmakeadifference.org>) contains a teacher guide, *Finding Solutions to Hunger: Kids Can Make A Difference*, which can be used with teenagers and adapted for use with older students.

According to KIDS, the program has received praise from leading academics:

"First, [KIDS] helps to solve problems of hunger and poverty, laudable goals in their own right. Second, by helping kids see the

importance of helping others, it encourages a value system at odds with the consumer culture in which we live. Finally, the types of values encouraged by KIDS may actually help improve the quality of its participants' lives, making teens happier and better adjusted. What more could one ask?" –Tim Kasser, Professor of Psychology at Knox College, Galesburg, Illinois.

Academics also had positive comments about the teachers' guide:

"If I were a teacher, struggling to help students remain human in a sea of cynicism and self-absorption, I would grasp onto this slim volume as if it were a life raft and use it to bring my class to shore." –Joan Dye Gussow, Professor Emeritus of Nutrition & Education Teachers College, Columbia.

I encourage you to consider these resources for use in the classroom. The materials from the KIDS program, coupled with the diversity information from the Teaching Tolerance website (<http://www.tolerance.org/>) and the peace psychology teaching resources from the Office of Teaching Resources in Psychology Online (<http://teachpsych.org/otrp/resources/resources.php>) all can make for an engaging classroom environment.

Michael R. Hulsizer can be contacted at [hulsizer@webster.edu](mailto:hulsizer@webster.edu).

"If I were a teacher, struggling to help students remain human in a sea of cynicism and self-absorption, I would grasp onto this slim volume as if it were a life raft and use it to bring my class to shore."

– Joan Dye Gussow,  
Professor Emeritus of Nutrition & Education Teachers College,  
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**DIVISION 54**

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Division 48 Directory, continued

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### **SPECIAL TASKS**

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Linda M. Woolf (see Feminism and Peace)

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COLLECTION AND LISTSERV MODERATOR**  
Linda M. Woolf (see Feminism and Peace)

**MEDIA CONSULTANT**  
Judy Kuriansky (see MAL)

# Please Welcome the Following New Members

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

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

Neil Altman, NY  
Barbara Eisold, NY  
Ivone Umar Ghazaleh, CA  
Kelsey Kennedy, WA  
Peggy Lobb, OH  
Julia McKenna, PA  
David Matz, CA  
John Murray, NY  
Janelle Nodhturft, MD  
Engin Ozertugul, NJ  
Carl Pickhardt, TX  
Nina A. Rehrig, PA  
Karen Ross, IN  
Lisa Sharpe, MN  
David Stringham, MA  
David Trimble, MA

## *Invite Friends to Join Division 48*

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

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

# 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.html>

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

## CHANGED YOUR EMAIL ADDRESS?

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

Linda M. Woolf, [woolflm@webster.edu](mailto:woolflm@webster.edu)

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

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