

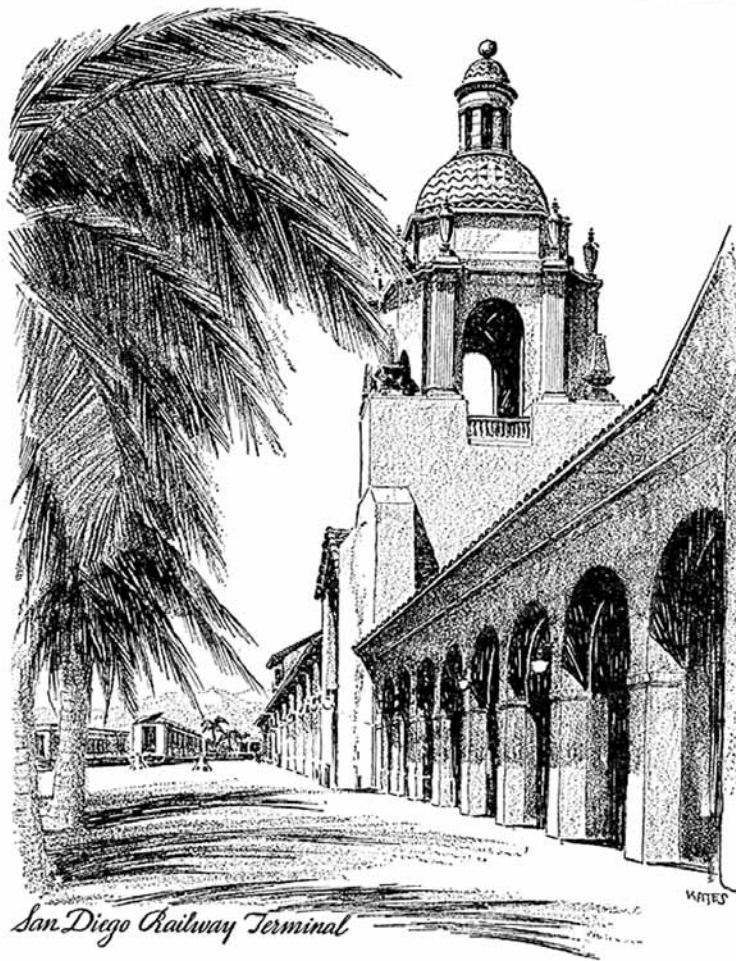
PEACE Psychology

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

Volume 19, Number 1, ASSN 1935 – 4894 • SPRING/SUMMER 2010

2010 APA CONVENTION

San Diego AUGUST 11 – 14



Solutions
to Intergroup
Conflict:
Constructing
Sustainable Webs
of Peace Builders

INQUIRE • LEARN • REFLECT

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*Author contributions are acknowledged in the
 bylines. The opinions of individual authors do
 not necessarily represent those of Division 48.*

*Published by Division 48 of the
 American Psychological Association.*

Printed by:
 Acme Printers—Lithographers
 36 W Lockwood Ave.,
 Webster Groves, MO 63119

From the Editor

When did you become a peace psychologist? I don't mean when you were bestowed with the academic degree which ordained you a member of this movement. But rather, when did you first become aware that you had passion for peace—whether it is peace education, application, practice, etc. Send me your personal peace history. If I get enough response, I will put them in a special supplement in Fall 2010.

For me, the recent 40th anniversary of the Kent State student shootings on May 4, 1970 brought to mind when I began to identify myself as a peace psychologist. Many of you are probably familiar with the tragic events which unfolded in Kent, Ohio on May 4th. Days earlier, when it was announced that U.S. troops had invaded Cambodia, protests and demonstrations occurred on many campuses including Kent State University. However, at Kent State (as well as Jackson State), tension between demonstrators protesting the escalation and National Guardsmen who had been summoned to prevent community and campus property damage escalated to tragedy. On May 4th, 1970 the National Guard opened fire on the demonstrators at Kent State, injuring nine and killing four.

I attended Kent State University well after the shootings occurred. I was aware of what had happened but was not really aware. My mentor at Kent State was Stuart Taylor. He was an aggression researcher who had developed the Taylor Reaction-Time Paradigm—versions of which are still used to experimentally examine aggressive responding. Stu was a young faculty member at Kent State at the time. Immediately after the shooting, he sent out a questionnaire to all Kent students asking about the events that unfolded that fateful day and their opinions as to who should be held accountable. Over 7,000 students responded to his survey and he reported the results in a book (Taylor, Shuntich, McGovern, & Genther, 1971).

As a student at Kent State, I attended several memorial services, became knowledgeable about the tragedy, and conducted research on current student perceptions of the event (Hulsizer, Munro, Fagerlin, & Taylor, 2004). The original 1971 study found that students on campus during the event perceived the shootings through the lens of political ideology. Conservative students tend to see the shootings as more justified than did more liberal students. However, Stuart Taylor did find



**Michael R.
 Hulsizer,**
 Editor

that individuals who witnessed the shooting perceived the event as unjustified regardless of political ideology. Biased assimilation works best when the event is ambiguous. Seeing students gunned down was not ambiguous for those students within 500 feet of the event.

Interestingly, more than 25 and 30 years later, when I conducted my research, the same effect held true. Conservative students still perceive the shootings as justified relative to more liberal students. The message I drew from these findings was simple—it matters who is writing history. Bias, conscious or unconscious, can enter in to how we report events. It is difficult to report the news in a fair and balanced fashion (particularly if you use that phrase as your network tagline). Time often softens the harsh realities of mass violence. Students today need to be reminded that war is not glorious. As peace psychologists, we need to be vigilant about the manner by which history is written. Recent reports out of Texas, where the school board has proposed changing history books to better reflect contemporary conservative views of historical events, is chilling.

However, time can also further our understanding of events. The events surrounding the shootings at Kent State have become clearer with time. The City of Kent and the University have embraced their past. Indeed, the University now houses The Institute for the Study and Prevention of Violence (ISPV). The site where the shootings occurred was just added to the National Register of Historic Places on February 23, 2010. The National Park Service stated the site “is considered nationally significant given its broad effects in causing the largest student strike in the United States history, affecting public opinion about the Vietnam War, creating a legal precedent established by the trials subsequent to the shootings, and for the symbolic status the event has attained as a result of a government confronting protesting citizens with unreasonable deadly force” (National Park Service, 2010). The inscription on the May 4th Memorial at Kent State University

From the Editor, continued from page 2

states "Inquire, Learn, Reflect." It is a phrase I take to heart as a peace psychologist.

I would like to thank everyone who contributed to the newsletter. We have a full slate of organizational reports, papers, essays, and research reports. I have begun organizing some articles using headings derived from the pillars of peace psychology cited by Division 48 President Joseph H. de Rivera. Please take this newsletter to the 2010 APA Conference in San Diego. We have a great lineup of conference events organized by Steven Nisenbaum and Julie Levitt. The newsletter is designed so that you can remove the program schedule if you wish.

Please continue to submit your thoughts, announcements, short research reports, and essays for the next edition to the address below by September 15, 2010.

In Peace,



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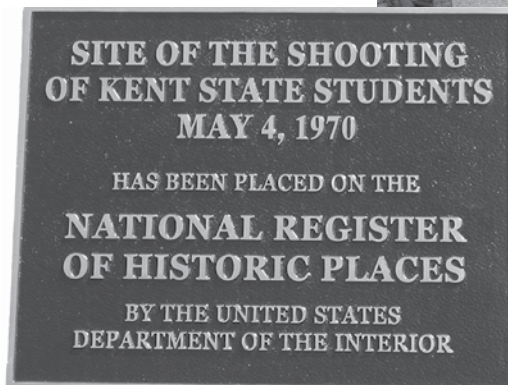
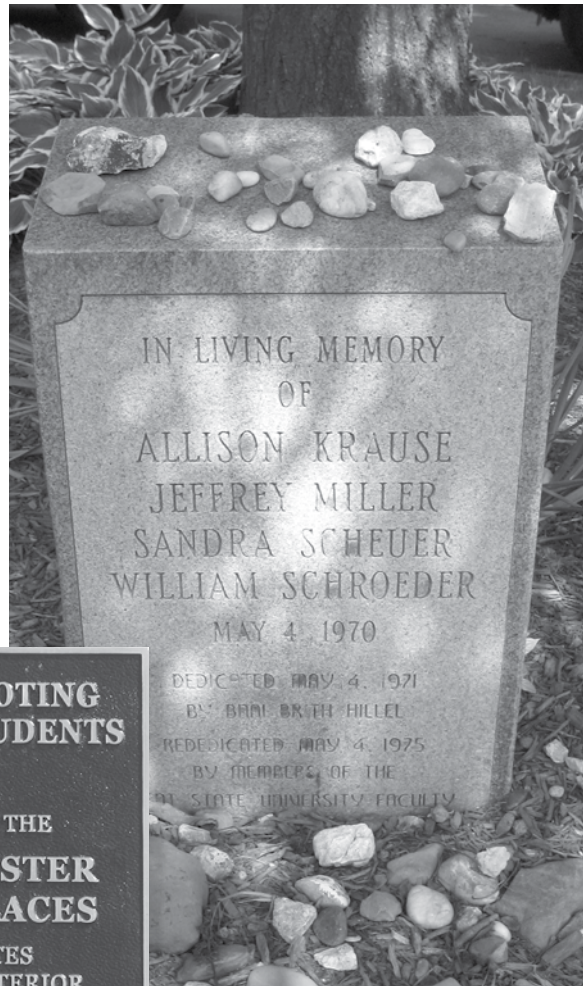
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Kent State Memorial (right) to honor the four students killed at the May 4, 1970 shootings (Allison Krause, Jeffrey Miller, Sandra Scheuer, and William Schroeder).



The Kent State Shootings Site was added to the National Register of Historic Places on February 23, 2010 (above).

Victory Bell (below) on the Kent State Commons. Students gathered here on May 4, 1970 just prior to the shootings. Case of the bell bears a chalk inscription, "History Informs."



THE PILLARS OF PEACE PSYCHOLOGY



Joseph H. de Rivera
Clark University
Division 48 President

For over a year now we have realized that we need to establish a better way to organize the work of our division so that our working groups can build more peace psychology. One way of doing this is to attempt to articulate some basic pillars that support peace psychology, and during our Midwinter meeting, the executive committee began this attempt. We could organize our work according to different levels of analysis—some work is more pertinent to personal peacefulness, other to community, societal, or global levels. Or we could attempt to parse out the content of the field into areas (such as attitudes and motivation for nonviolent action, intergroup relations, negotiation-mediation-dialogue, the control of violent deviance, etc). However, as we considered all the work we are doing it seemed best to organize around the activities in which we are engaged: 1) Education, 2) Theory and Research, 3) Practice (on all levels—from individual meditation, through community organizing, to international negotiation), and 4) Policy (including influencing APA policy).

Of course, some of us and some of our working groups are involved in all these activities, but we think it will be valuable to organize our projects under these four pillars. We hope to use these four pillars to help organize the new web site, conduct a membership survey, hold a peace psychology conference, and organize working groups and the executive committee.

The New Web Site: While work progresses on the development of a permanent new web site, Caitlin Mahoney has established a temporary site at peacepsychology.org. Please take a look at this site and drop a note to Caitlin (cmahoney@clarku.edu) as to what you would like modified or developed on the permanent site. Caitlin has also begun sending out once-a-month announcements and started a Society for the Study of Peace, Conflict, and Violence page for us on Facebook. Consider becoming a fan!

Membership Survey: Currently, we do not know what many of our members are doing

so we are not able to connect them to others with similar interests and involve them in the activity of peace psychology. We are identifying a number of psychologists who are doing peace psychology and should be invited to join the division; however, we still do not have a good way of involving them in our work. In the next month I will mail out a survey that will ask for the information we need, and provide a brief description of the projects and committees with which members may want to be involved and the needs we have for mentors and reviewers.

Peace Psychology Conference: We have established a committee that is planning a small working conference on peace psychology for 2011. The idea is to have a meeting that is organized about the four pillars, with groups in each area writing papers that will bring people up to date with the state-of-the-art in each area of activity. These papers will be provided before the conference so that those attending can comment on them and the papers can be developed for publication. We hope that this small meeting of perhaps 50 people will be able to develop a coherent theoretical corpus for peace psychology that may lay the grounds for future, larger, conferences. We will be asking for the names of those who would like to be involved in writing papers. If you read this before receiving a request and would like to be involved please contact the planning committee chair, Peter Coleman (coleman@tc.edu).

Organization and Process: Our executive committee has grown over the years so that it now may be too large to function effectively. On the one hand, we want to involve as many members as possible. On the other hand, we want a reasonably efficient way to process information, make decisions and get things done. One solution may be to divide the executive committee into smaller autonomous groups that could be organized around the pillars and reach out to the membership at large. Decisions could be reported to the 48 leadership network and vetted by a small coordinating committee. The executive committee will be addressing this and related ideas and all suggestions are welcome.

In regards to decision-making, most of us are used to voting and have some familiarity with Robert's rules of order wherein a motion is made and, if seconded, is open for discussion. Someone may pose an amendment, and if this is seconded, the amendment must be voted upon before further consideration of the main motion. This allows conflicting ideas to be debated and conflicts to be handled in a nonviolent manner. However, there are inevitably winners and losers, and a struggle for power may lead to factions (and the sort of partisanship we witness in the current congress). At our Midwinter meeting we began experimenting with using a consensus procedure, that may be more in keeping with attempts at peacebuilding. In this procedure, someone makes a proposal which others feel free to modify until most are satisfied with the modified proposal. Thus the procedure attempts to satisfy the needs of all participants, with members having the right to veto but usually "standing aside" if they do not agree with the group but do not want to prevent the group from moving ahead. Of course, it is helpful to state the final proposal in a clear manner than will allow its implementation and to obtain a final "vote" to make sure that everyone is in agreement as to its implementation.

Finally, and in regards to unifying with other psychologists and peaceworkers I want to note that the division has joined with the Social Psychology Network (www.socialpsychology.org), and the International network of psychologists for social responsibility (www.inpsysr.org). And I would like to encourage members and all interested in peacebuilding to come hear the division presidential address. It is ambitiously titled: "Mind over matters: Overcoming the psychological challenges to peace."

Thank you and peace,
Joseph de Rivera

Joseph H. de Rivera can be contacted at jderivera@clarku.edu.

MOVING

Forward



Julie Meranze Levitt
President-Elect

Let me start by saying that I have been part of the Society's leadership since summer 2003, first as Member-at-Large and then as Program Chair for two conventions, and now as President-Elect. I see myself as a scholar/activist and throughout my life I have mostly worked behind the scenes, orchestrating efforts to advance peace and social justice.

From my perspective, Peace Psychology is gaining recognition both within Psychology and outside of the discipline. Others with whom I have spoken have expressed admiration for Peace Psychology as one of the areas most likely to change how we engage with life. For example: how to raise and educate our children, handle our own internal conflict and intra- and inter-group conflict and aggression, and work with communities and larger entities to strengthen socially responsible initiatives. Our convention programming this year reflects these directions. In San Diego, we will explore how peaceful cultures transform into warring ones and move between attitudes and postures related to war and to peace. In addition, we will consider how our country interacts with other countries in the name of finding safe and enduring solutions to prevent the escalation of suspiciousness, misunderstandings, and the destructive aspects of conflict.

Not surprisingly, my positions within the leadership of the division over the past eight years have given me the opportunity to read and reflect on the nature of peace psychology and to take action to promote the mission of the society. As I place peace psychology in context, I'm reminded that in the early 20th century, war was viewed as virtuous and the greater part of valor. Increasingly our values as a society, which emphasize listening and empathy, are being adopted by groups, communities and in many cases, even nations.

Although the basic features of conflict resolution have become the norm for resolving differences in many contexts, some conflicts that are intractable pose additional challenges to research and practice in peace psychology. We have become proficient at cutting a deal, but building a relationship,

particularly under difficult conditions, is far more challenging. Hence the question: How do we sustain dialogue in protracted conflicts in order to develop working relationships that can deal with common and divergent interests?

I propose that research and practice could benefit immensely by encouraging practitioners in peace psychology to share their experiences in dealing with protracted conflicts. After all, many of our members are practitioners, quietly performing in their communities or in other places, developing initiatives that sustain interactions between individuals and groups in order to build relationships. The work isn't rigorous experimentation but it is informed by theory and is best understood as a form of action research. How as a Society, do we learn from psychologists who do not have high-relief profiles but are engaging in the practice of peace psychology every day? And how do we raise the visibility of their work and integrate it with our growing knowledge of peace psychology?

Recently I observed a painful experience in my own community that demonstrates how quickly we can retreat to opposing camps. Here an Election Primary process divided the voters. After years of work to bring together factions of the community to support candidates who favored the reduction of social inequities, neighbors found themselves pitted against each other, each subgroup believing its positions best represented the right course of action. The onset of anger and distrust among subgroups was dramatic. The question of how to rebuild a sense of community in the aftermath of such a divisive Primary became salient.

Accordingly, a colleague and I organized a retreat about half a year after the contentious Primary. The retreat was sanctioned by the group leaders who agreed that bringing the various subgroups together for dialoguing was desirable. When the groups were brought together, people with various perceptions about the history of the conflict began to talk, discussing their hurts, and examining their perceptions, common goals, and the mechanics of healing. I found the

application of peace psychology principles and skills most helpful as groups began to restore the belief that healing and redirection are possible. At present, my neighbors continue to avoid each other but there are openings when they talk again about different matters of interest and/or concern. The challenge is how to sustain dialogue processes in order to continue building constructive relationships.

As I think about the question of developing constructive relationships under difficult conditions, I am especially moved by some of the work of our early career psychologists. Peter Coleman, working with Morton Deutsch, is grappling with the question of how to sustain peace (Deutsch and Coleman, forthcoming*). This work is not about simply chanting "Peace" or chasing after diaphanous windmills.

Please write back with your stories, your observations, and your hypotheses that bear on the question of how to sustain dialogues and build relationships under difficult conditions. We are interested in stories of success as well as stories that did not lead to improved relationships. Our goal will be to identify (1) barriers to sustainable dialogues, and (2) facilitators of sustainable dialogues. Let's join together and continue to move forward in our pursuit of a peace psychology that is informed by both rigorous research as well as the valuable experiences of activists and practitioners so that we can optimize our learning from one another.

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

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

New Interim Internet Editor

In September 2009, the Executive Committee appointed Caitlin O. Mahoney to serve as interim internet editor for the 2009-2010 year. Caitlin received her Ph.D. from Clark University in 2008 and is currently working as Visiting Assistant Professor of Psychology at Clark.



Caitlin researches emotion, motivation for political behaviors and acceptance of peaceful norms/institutions. Her most recent work has linked the experiences of joy and compassion with long distance helping behaviors. Outside of academia, Caitlin has helped to teach non-violent alternatives to conflict in prison settings and has spent time working short-term at a reconciliation centre in Northern Ireland.

As Internet Editor, Caitlin has begun monthly distributions of society announcements to our listservs. She is currently working to update and modernize our society website and to utilize social networking to foster communication and interaction among our working groups. She is eager to receive your suggestions and collaboration on these projects.

Caitlin Mahoney can be contacted at cmahoney@clarku.edu.

Recruiting New Members for the Division

Rachel M. MacNair, Membership Chair

We now have in the works to add a category called Household Affiliates, people who are already in the same household with an already-established member or affiliates who are happy to share the publications that already come to their household. Because there are no extra publications sent, the Household Affiliates would be a nominal membership fee, but still count the same as full members as far as voting privileges and encouragement to participate in all activities. We'll be voting on doing this at the membership meeting at the APA convention in San Diego.

The meeting in San Diego is one that all members and affiliates are encouraged to attend—check your convention schedule. As usual, it will follow a presentation by our Division President, currently Joe de Rivera.

Sadly, we need to report that we did have two representatives to the APA Council of Representatives, but because of apportionment ballots for this last year, we have lost one and only have one remaining. Because we are active in issues such as the APA policy on psychologists and torture, we think it's crucial that we regain the second representative next time. We lost this by only five votes—if only one more person had voted half their allotment for us, we would have our second representative! It was that close. These ballots won't come out until the Fall, but we give you forewarning now in hopes you'll remember. It's crucial that everyone remember to send in their votes when those allotment ballots come—it would have made a big difference this year, and it can be expected to make a big difference in the year to come.

New members keep coming in! We recently got a set of people who had written for the *Peace Psychology Encyclopedia* but hadn't yet joined. Meanwhile, I remain eager to hear any ideas people have for growing the membership. That includes not only bringing in new members but making current members happier to remain, since we only grow if new members don't replace non-renewing ones. I have an ample supply of brochures if you know of conferences or colleagues that might be interested, and that's available in PDF version by e-mail attachment if you would prefer to send it on that way.

Rachel M. MacNair can be contacted at drmacnair@hotmail.com.



JOIN EFFORTS TO REGAIN SECOND DIVISION 48 APA COUNCIL SEAT

Judith Van Hoorn, Division 48 APA Council Representative

Our Division has had a major impact on key APA policies and actions. Division 48 is one of very few on the Council of Representatives (COR) that has initiated major agenda items and actions every year from 2004 to 2010, all of which relate to core goals of Division of Peace Psychology. These actions have had a major impact on APA's official commitment to international human rights standards as well as APA's obligations as a UN NGO organization.

Division 48 will lose one of the current two APA Council seats in 2011. COR is the governing body of APA. At least two COR seats are critical if we are to continue our strong impact on APA policies and build strong, effective coalitions with other divisions.

Every fall, each APA member receives an Apportionment Ballots. This vote determines the number of seats a division has on Council. Since 2003, the Division 48 membership has successfully generated the number of Apportionment Ballot votes needed to maintain two Council seats. Analysis of the 2009 Apportionment Ballot shows that with just a few more votes, we would have retained both two seats. Join the efforts to get out the vote for the next Apportionment Ballot in fall 2010.

Why is the Council of Representatives (COR) important? Why should Division 48 members work to gain additional Council seats?

It is Council—not the President or the Board—which is the governing body that has the ultimate responsibility to make APA policy, set APA priorities, determine APA budgets, and largely determine membership of the powerful APA Boards and Committees. This is an enormous job. Council Representatives work throughout the year. Each additional seat means more than just one more vote. It takes a great deal of teamwork and time to lead to successful outcomes at Council meetings and two representatives make it possible to reach and dialogue with other key players.

And though we are one of the newer divisions, (we became a Society in 1991), members of Council and the Board of Directors from

the beginning have recognized the Division of Peace Psychology for its leadership on the wide range of peace and social justice policy and actions. For example, our two COR reps actively supported the creation of a standing APA committee on SES; the resolution against discriminatory legislation aimed at lesbian, gay, bisexual persons; the report of the task force on the sexualization of girls; and the report of the task force on the interface between psychology and global climate change. By speaking and working on such issues, Division 48 COR Representatives demonstrate that Peace Psychology addresses both direct violence and structural violence.

The Division's impact on major Council actions has grown exponentially since 2004. Not only do our Representatives work as team active on the floor of Council, they both spend hundreds of hours as advocates on the Division's behalf. As COR representatives, they have served on Boards and Committees—including Chair of the Committee for the Structure and Function of Council (Corann); Council Caucuses, including Treasurer of the Public Interest Caucus (Judy); and have initiated new traditions such as the COR lunch for Divisions for Social Justice COR Representatives (Judy) and the informal caucus of Latina/Latina COR members (Albert). In addition, our Division's tradition of identifying the second position specifically as an ethnic minority Representative seat demonstrates our commitment to APA's mandate to all groups that we increase diversity and the inclusion of more persons of color in APA governance.

How has our team of two Division 48 COR Representatives influenced APA policy and actions?

From 2004 to 2010, our two COR Representatives (Paul Kimmel, Corann Okorodudu, Judy Van Hoorn, and Albert Valencia), have been Movers (main sponsors) and, in most instances, initiators of the following major policy resolutions and actions:

❖ (2003-2005) Task Force Report on the Psychological Effects to Prevent Terrorism (Paul Kimmel initiated this effort, chaired the Task Force, and edited the book based on the Report.)

❖ (2004-2005) Final Report of the APA Delegation to the "UN World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance (WCAR)" Durban, South Africa August 28-September 8, 2001.

❖ (2005-2006) APA Resolution Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (Linda Woolf, past president (2006), helped draft the Resolution and, as a substitute COR Representative, was a leader on the floor of Council during that vote).

❖ (2006-2007) Reaffirmation of the APA Position Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment and Its Application to Individuals Defined in the U.S. Code as "Enemy Combatants."

❖ (2008) Amendment of key paragraph of above policy to close any perceived "loopholes." The Amendment clarifies that psychologists act in accord with relevant international human rights accords and name examples of prohibited techniques.

❖ (2009) Council action that made the petition resolution policy during the first Council meeting following the vote.

❖ (2008-2010) Resolution to Establish a Task Force on the Psychosocial Effects of Armed Conflict on Refugee Children and Families Residing in the U.S.

❖ (2008-2010) Resolution to Amend the Ethics Code: Standards 1.02, 1.03, and the relevant Introduction and Applicability section.

❖ (In Progress) New Business Item to establish a task force on ameliorating the psychosocial effects of immigration.

❖ (In Progress) New Business Item to review and propose finance reforms for APA elections of officers.

Contact Judy Van Hoorn at jvanhoorn@pacific.edu to join efforts to get out the vote so that Division 48 will continue to have a greater voice in APA policies, actions, and decisions.

2009 Early Career Award Recipient: Elizabeth Levy Paluck

Dan Christie

Chair of the Peace Psychology Early Career Award Committee



Elizabeth Levy Paluck (Betsy) is an Assistant Professor of Psychology and Public Affairs at Princeton University. When Betsy was notified of her selection for the award, she responded by thanking the Early

Career Award Committee and Division leadership. She went on to say: "I'll accept this award not as recognition of my individual work, but of the collaborative efforts of people in the U.S., Rwanda, Congo, and Sudan, who have contributed so much to my projects. We'll all share in this honor. I'm looking forward to contacting them all to tell them the good news. I will also take this as a reminder of the importance of the scholar-activist model. Thank you for your encouragement down this path. It is greatly, greatly appreciated." Betsy will receive this year's Early Career Award at the APA convention in San Diego. The award recognizes scholars who have made substantial contributions to research and practice in peacebuilding within six years of receiving their terminal degree. She earned a Ph.D. in social psychology from Yale University in 2007.

A few years ago, Betsy laid the groundwork for her work by asking a straightforward question: "What works to reduce prejudice and conflict in the world?" After amassing and reviewing more than 900 studies from academia and from policy initiatives, she concluded that a small fraction of the studies answered the question in a convincing way. Betsy then rolled up her sleeves and began a program of research and activism designed to yield some answers to important questions about prejudice and conflict. She partnered with organizations in Central Africa, the Horn of Africa, and in the United States and used a wide range of methodologies including surveys, focus groups, participant observation, and qualitative measures embedded in field-based experimental designs. As was noted in one of her letters of recommendation: "... because of her ability to combine experimental rigor

with textured qualitative analysis, her papers and presentations are consistently tough-minded but tender-hearted."

In Rwanda, Betsy studied the impact of a reconciliation radio drama on Rwandans living in rural communities, prisons, and in genocide survivor and Pygmy collectives. She found the radio program affected social norms, that is, people's perceptions of which behaviors are typical and desirable. Social norms toward intermarriage, open dissent, trust, cooperation, and trauma healing, all changed. However, the radio program did little to change listeners' personal beliefs. This is a profoundly important finding; namely, that social norms, rather than individual beliefs, are the key drivers of media-induced changes in tolerance and civic involvement, variables which in turn shape behavioral outcomes like cooperation and dissent.

Her research is well grounded in theory, yet illuminates some very practical implications. If, for example, you want to reduce prejudice and conflict in real world settings, you will want to give the communication of social norms priority over changes in individual beliefs. Personal beliefs, to the extent that they actually change, are likely to change later. This kind of research is an example of how Betsy's work is consistent with the scholar-activist model and comports well with one of the key goals of the Division of Peace Psychology: "building of cultures of peace."

In the Democratic Republic of Congo, Betsy helped design a talk show to promote listener discussion about intergroup conflict and cooperation. The talk show was linked to a radio drama similar to the one she studied in Rwanda, and it encouraged discussion based on theories of perspective-taking and the prevention of group polarization. Always careful to design studies in ways that identify which aspects of interventions make a difference in the field setting, Betsy compared regions that aired the talk show and soap opera with other regions that aired the soap opera only. Although talk show listeners discussed more, they were more intolerant, more mindful of grievances, and less likely to aid disliked com-

munity members after one year of broadcast. These results underscore the importance of scrutinizing assumptions that discussion and perspective taking during conflicts will invariably produce desirable outcomes.

In Southern Sudan, Betsy obtained direct evidence of the influence of perceived social support on social activism. In this study, she manipulated the way messages were communicated (fictional drama vs. news) in a radio program promoting women's rights and democratic ideas. Additionally, she randomly assigned groups of listeners to discuss the program after its broadcast (with a trained moderator), or to "hang out," with no discussion guidance. She found that the group discussion had a strong impact on listeners' participation in local civic groups and their reporting of corruption. She also found that discussion magnified the perception that listening partners agreed with the radio messages. This perception of partners' agreement was more predictive of subsequent behavior than individuals' own agreement with the radio program.

Her findings from a field experiment with U.S. high schools showed some interesting convergences with the studies in Africa. With a sample of ten high schools, Betsy studied the effects of a "peer pressure" intervention in which a group of students at each school were trained to stand up for other students in the face of prejudiced comments or teasing. She found that classmates in the intervention schools (and in control schools randomly assigned to receive the intervention later) did not change their beliefs about prejudice; however, classmates in the intervention schools more often noticed and reported students' acts of tolerance. They also were more likely to behave in tolerant ways themselves by signing website petitions for gay right, once again, underscoring the power of social networks and perceived norms.

Not surprisingly, Betsy's reference letters are full of superlatives. A theme in her letters is the courage it takes to undertake this kind of ecologically-relevant research. As noted by one of the references: "Betsy has had the courage to take as her career the development

of psychologically informed social interventions to cure the terrible divides that come to exist between differing ethnic or other communities.” Clearly, while many scholars who are early in their career play it safe and try to demonstrate that certain interventions can produce behavior and belief changes in individuals under rather artificial conditions, Betsy pursues answers to difficult questions under difficult conditions. As noted in another reference letter, “Betsy conducts research in settings of major real-world conflict. Her work is courageous in this way. She conducts research in some of the most difficult conflict and post-conflict zones in the world, such as Rwanda. A history of strife, intergroup warfare, and sometimes genocide in such contexts puts social-psychological theories to an extremely hard test. Conducting research in such settings enables Betsy to assess which processes matter most in the real world, to gauge their pragmatic effect size.”

Operating in the tradition of scholar-activists like Kurt Lewin, Betsy notes that two basic ideas animate her research. “The first idea is that social psychological theory offers potentially useful tools for changing society in constructive ways. The second idea is that studying attempts to change society is one of the most fruitful ways to develop and assess social psychological theory.”

In addition, Betsy strives to “give psychology away,” not only in the policy reports she writes for every partner organization with whom she collaborates, but also by hosting a searchable, interactive, online database. Visitors can track findings for specific interventions, for all types of interventions in specific settings, or for certain theoretical paradigms. The database is designed to be useful for students, scholars, and practitioners. You can check it out at www.betsylevypaluck.com.

This year, Betsy joins the ranks of seven other distinguished Early Career Award recipients. They include Peter Coleman (2003), Victoria Sanford (2004), Dan Shapiro (2005), Ilana Shapiro (2006), Chris Cohrs and Barbara Tint (2007), and Phil Goff (2008). As is customary for Early Career Award recipients, Betsy Paluck will be honored at the APA convention. In San Diego, she will receive a plaque, a cash award of \$500, and will give an invited address (see convention program).

Betsy Levy Paluck can be contacted at epaluck@princeton.edu.



2010 Peace Psychology Early Career Award

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

Purpose and Eligibility

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

Award

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

Criteria for Selection

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

How to Apply

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

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

Members of the Early Career Award Review Committee are Dan Christie, Kathleen Kostelny, Susan Opatow, and Gabe Twose. All files should be sent Dan Christie, Chair of the Peace Psychology Early Career Award Committee, at christie.1@osu.edu.

Deadline

Applications must be received by 15 November 2010.

NUCLEAR POWER: A PSYCHOLOGICAL PERSPECTIVE

Marc Pilisuk and Gianina Pellegrini

With the danger of global warming quite great and the demands for energy use increasing, new arguments in favor of the development of nuclear energy are being heard. Claims are made that despite some notable accidents, nuclear power is typically safe, provides a major source of energy without producing greenhouse gases, and has been effectively used in France and Japan. The transportation and storage of nuclear wastes, while not resolved in the U.S. is viewed as a problem with a technological solution. But psychologists are particularly aware of the use of fear and crisis, or shock, as an excuse to implement solutions without full appreciation of the consequences.

Some progressive environmentalists like Stuart Brand and some environmental scientists like James Hanson are advocating increased use of nuclear power, particularly for the development of “4th generation” thorium reactors, which are claimed to be significantly safer, more efficient and producing much less waste than the reactors now in use. The claim is that 4th generation reactors completely burn the uranium and can also burn the long-lived nuclear waste, which would “solve the nuclear waste problem.” Support by Bill Gates has helped to popularize this view. The Obama administration also seems willing to move in this direction.

The Department of Energy announced in February that it has offered Southern Company and its subsidiary, Georgia Power, a conditional commitment for loan guarantees for the nation’s first nuclear power unit in more than 30 years at Plant Vogtle near Waynesboro, Georgia. The project is expected to produce approximately 3,500 jobs during construction and an additional 800 permanent jobs once the units begin operation. Costs are projected at approximately \$14 billion with commercial operation to begin in 2016 and 2017 (Southern Company, 2010). With such amounts of money at stake, and so great an incentive to work on a magic bullet to push back global warming, students of human behavior can understand a propensity to move quickly without due regard for risks. People who are involved in an area for which there is academic acclaim and major economic ben-

efits are likely to minimize the risk and overstate the promise.

The DOE plans say nothing of the psychology (e.g., abilities, perceptions and motivations) of those who are in line to make this happen. The nuclear industry has a record of unsafe practices, violation of safety codes, secrecy, stonewalling mandated hearings on environmental impacts, underestimating risks of leaks or accidents, ignoring long term consequences of cancer and birth defects, while lobbying for both nuclear power and nuclear weapons development. Some of the same corporate entities, like GE and Bechtel, have been heavily involved in both nuclear power and nuclear weapons. The human factors behind such mishaps are not easily avoided by technical solutions. The problems are products of a corporate and military culture in which there is little need for accountability. Anthropologist Hugh Gusterson has documented the cult of secrecy in a nuclear weapons facility (Gusterson, 1998). The causes of the Three Mile Island (TMI) breakdown were human errors in design and in response. TMI cost hundreds of millions of dollars (in the 1970s) to build. TMI Unit II generated electricity for a grand total of three months! Clean up cost at \$975 million took over a decade.

Cost and Consequences of Nuclear Power

The estimated price tag for the proposed new reactors has increased from \$2-3 billion each to more than \$12 billion today. The Congressional Budget Office estimates that President Obama’s loan guarantee of \$8.3 billion to construct two new reactors at Plant Vogtle in Georgia has a “very high—well above 50 percent” likelihood of default (Sheppard, 2010).

In a proposal now being considered by the Senate, both coal technologies and nuclear power developments would receive development assistance with the risks involved being shouldered by the government through taxes. This is in fact the only way that energy corporations can acquire loan guarantees since private insurers will not underwrite the acknowledged high risk of default and extensive liability. By providing unlimited financial assistance to expensive, non-renewable energy the Senate’s proposed Clean Energy Deploy-

ment Administration (CEDA) would expose taxpayers to hundreds of billions of dollars in losses. The Union of Concerned Scientists argues against this risk.

Shifting financial risk away from big business onto U.S. taxpayers is inconsistent with widespread public concerns about using public money to bail out large corporations. Such policies require concealment from the public spotlight, which in turn jeopardizes the trust people place in their government. There are unmentioned costs associated with nuclear power. The West Valley Demonstration Project offers a clear example: the failed plutonium re-processing site cost \$6 billion to clean up.

Destruction Caused By Accidents

The downwinders in Nevada and residents of Eastern Washington provide tragic examples of the consequences of nuclear production. Even small increases over normal levels of background radiation produce such long-term consequences as leukemia and birth defects (Gofman, 1996; Gofman, 1990). Every nuclear facility during its developmental phase was declared to be safe. Yet, nuclear plants have been built over earthquake fault lines.

The Nuclear Regulatory Commission reports that at least 27 of the 104 licensed reactors in the U.S. are leaking radioactive tritium. Entergy’s Vermont Yankee is one example where high levels of contamination have been found in test wells surrounding the reactor and experts suggest that Connecticut River is at serious risk of contamination (Wasserman, 2010). Leaks and accidents are not uncommon occurrences at nuclear production sites. Vermont is rejecting continuation of the aging Nuclear Power plant.

The Church Rock Uranium Tailings Spill in 1979 was the largest release of radioactive waste, by volume, in U.S. history, larger than the Three Mile Island (TMI) reactor accident and second only to the 1986 Chernobyl reactor meltdown in the amount of radiation released. This spill resulted in 1,100 tons of radioactive tailings and 94 million gallons of toxic wastewater released into the Puerco River and severely affected the surrounding

areas. The Navajo Nation and multicultural groups continue to urge federal and state agencies to hold General Electric responsible for the cleanup of such widespread contamination, to provide funding for health studies, and to compensate former facility workers for the health problems caused from exposure to toxic chemicals (Multicultural Alliance for a Safe Environment, 2009; Brugge, deLemos, & Bui, 2007).

Britain's nuclear processing plant in Cumbria is home to the top two most hazardous industrial buildings in Western Europe (Building B30 and B38 in Sellafield). It is reported that the cooling ponds, filled with old nuclear reactor parts, emit potentially lethal doses of radiation. Engineers estimate it could cost up to £50bn over the course of 100 years to clean up the site (McKie, 2009; Savage, 2009).

From 1947–1977, 1.3 million pounds of polychlorinated biphenyls (PCBs) were released into the Hudson River from the Hudson Falls and Fort Edwards facilities in upstate New York. PCBs are linked to a number of health problems, including low birth weight, thyroid disease, immune disorders, and developmental diseases. A project now underway to dredge and remove the PCB-contaminated sediment along the 200-mile stretch of the Hudson River is expected to cost \$460 million and 30 years to complete (The Center for Public Integrity, 2009; US Environmental Protection Agency, 2009). The Hudson River is labeled the nation's largest Superfund site by the EPA and General Electric, the company that managed the Hudson Falls and Fort Edwards facilities during the time the release into the Hudson occurred, is reported as the #1 Superfund polluter (US PIRG, 2009; The Center for Public Integrity, 2009).

Technology and Corporate Control

Perhaps we can make technology safer but such measures do not necessarily improve human performance in large bureaucracies so that clear warnings are taken seriously by those with the power to behave in different ways. The proposals before congress deal with the new technology as if it were independent of the corporate entities and human judgments that will carry it out.

One among many examples of a corporate culture ignoring nuclear industry dangers is seen in the Bechtel Corporation. Bechtel was responsible for the cleanup of the Chernobyl nuclear power plant and is currently one of the primary contractors responsible for the cleanup of the Hanford Nuclear Reservation. Bechtel has a long history of constructing

and managing chemical and nuclear power plants, many of which are now experiencing leaks or are not in compliance with current safety regulations (Reaching Critical Will, 2009). Ironically, Bechtel has been awarded many of the contracts to decommission and/or cleanup the toxic mess from the same nuclear development facilities they constructed in the 50s. Companies that run nuclear power plants are also deeply engaged with military programs and we should be cautious of their intentions.

In recognition of the power of large organizations to manage the flow of public information, psychologists can appreciate the necessity of providing a platform for whistle blowers and for dissenters. Amory Lovins of The Rocky Mountain Institute is an expert in nuclear power and its alternatives. He has remained a consistent critic of nuclear power. He notes that claims made in support of nuclear power often ignore essential information. He notes, for example, that the process of burning radioactive waste requires the development of plutonium reprocessing facilities. Reprocessing, according to Lovins, "makes waste management more difficult and complex, increases volume and diversity of waste streams, increases by several- to manyfold the cost of nuclear fueling, and separates bomb-usable material that can't be adequately measured or protected" (Lovins, 2009). In addition to the economic and environmental costs associated with reprocessing facilities, the process will make plutonium more available for use in nuclear bombs.

Better Solutions: Renewable Energy, Conservation, and Local Initiatives

There are many safer, cleaner, cheaper, and more quickly deployable methods to producing energy, many of which create more jobs and do not increase the likelihood of catastrophic accidents, terrorism and nuclear weapons proliferation. It is imperative that we embrace these strategies and oppose the new nuclear weapons plants and phase-out the old nuclear facilities. Energy experts estimate that "a dollar invested in increased efficiency could save as much as seven times as much energy than one invested in nuclear plants can produce, while producing ten times as many permanent jobs" (Wasserman, 2010).

Massive conservation and efficiency is far more important to combating global warming than any new generation of power. Serious energy conservation reduces the overall energy demand.

The argument is being made that renewable energy, such as wind and solar, will not provide enough continuous energy. Greatest demand for electricity tends to be when it's hot and sunny, for the purpose of running air conditioners and refrigerators. Solar energy is well matched to meet these demands since the sunshine corresponds with need to use air conditioners. Solar and wind are also well matched because peak wind tends to be at times when the sun is not shining or is blocked by clouds. Alternatively, nuclear power is difficult to turn on and off, producing the same amount of power day and night.

The economic system as a whole is alienating people. Corporate centralization diminishes the participation of people in their own economic wellbeing so local initiatives are much to be preferred. Research money could better go into lowering the cost of energy production and transportation, off the major grid and controlled by local businesses or neighborhoods. Such technologies have been developed and need research to reduce costs. Finally, we would urge that psychological understanding of the propensities for human error be considered strongly in consideration of proposals for nuclear energy.

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BURUNDI TO BOGOTA:

Working with Peace Groups to Overcome the Effects of Trauma

Cecilia Yocum

Meeting other psychologists with Division 48 in the past has been inspiring and informative as I have continued this work with Friends Peace Teams for the last twelve years conducting trauma healing work in Rwanda and Burundi and now Colombia. The trauma healing basic curriculum is designed to build a sense of trust and community within the workshop, and facilitate initial expression of grief and mourning. It also introduces stages of a healing process and concrete strategies for beginning the healing journey. Moving through the four stages of Establishing Safety, Remembrance and Mourning, and Reconnection with Community, and Finding Commonality, the workshop uses as its conceptual framework Judith Herman's stages of recovery. It adds to this, concrete knowledge and skill building for managing the after-effects of trauma.

The curriculum, as it was first developed in the Great Lakes region of Africa, has a number of exercises from various sources and was written in collaboration with Rwandans and Burundians. Funding of the manual was made possible with a grant from the United States

Institute of Peace. I have been active in training lay facilitators and adding additional exercises to the program.

"(It) Helped to restore my life. I needed to unlearn some things in order to learn the new. I can respect myself. I can believe in myself. I will share this with others."

The curriculum is designed to be used by trained facilitators who are lay, rather than professionals. The facilitators present various learning activities and then help debrief the activities so that participants can draw conclusions on their own from the experience. The curriculum presents a large number of activities and facilitators should decide on the activities to be presented, based on the needs of the participants. The program emphasizes group process and group learning. The format is intentionally non-hierarchical to promote group participation. The Goals of the programs in those countries are:

1. To increase awareness and understanding of the concepts of trauma and grief among trauma survivors of war.
2. To create lasting relationships across polarized identities.
3. To build community capacity to respond effectively to the emotional consequences of war.
4. To encourage and support communities working together across identity lines to jointly address the emotional consequences of war and to rebuild their communities.
5. To promote reconciliation as a fundamental component of trauma healing, and to promote healing as integral to any genuine post-conflict reconstruction.

"I learned it was important to identify or explain that which I lost. To feel is to let the tension go. When we do that we can turn the page a little faster [in the healing process]."

Nuclear Power, continued from page 11

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The HROC (Healing and Rebuilding Our Communities) program, which is the name for the trauma healing program developed in Burundi and Rwanda, has been successful in reducing the symptoms of trauma based on research by Peter Yeomans. More information about that research is available at: www.aglionline.org/publications/articles/hroc/pdf/HROCEvaluation%202007v2.pdf. Other information about the program in Africa is available at www.aglionline.org/. Information about some of the work in Colombia is available at www.friendspeacetteams.org.

In 2007, I accompanied Alba Arrieta from Bogota, Colombia, and Val Liveoak, from the Peacebuilding en las Americas working group of Friends Peace Teams, to Rwanda and Burundi to determine if this program might be appropriate for Colombia. In Colombia, over 40 years of armed conflict

A participant in Sahagun explains his picture in the River of Life exercise.

“I will always remember the tragedy, which was fatal, but now I will also remember the person and how beautiful they were. Now I can remember the person and not just the tragedy.”



might not have been as bad as the genocide and wars suffered by our African partners, but it has ruined lives, destroyed families, sown hatred, and made orphans and widows of innocent civilians. Over four million people (10 percent of Colombians) have been uprooted from their lands, and they are homeless, friendless, and lack even the most essential resources for survival.

The victims' pain and suffering has made them want to take revenge on the armed combatants who attacked them, regardless of what armed group was responsible. In the midst of their suffering, many families have become polarized because some of their members have joined illegal armed groups—here may even be close relatives fighting in opposing groups—which generates mistrust within the family. The Colombian government is trying to reintegrate former combatants into society, but it is very difficult due to these experiences and feelings.

Following the visit to Rwanda and Burundi, we determined that the HROC program could become a vital tool for promoting non-violence and peace because it emphasized the important task of rebuilding the community of victims and perpetrators by renewing trust,

encouraging solidarity, and sharing of experiences among participants. The exploratory team decided that this program would also be beneficial in Colombia with some modifications. In 2008, a series of three pilot workshops were presented with positive results on the northern coast of Colombia.

The facilitators then modified the program to fit the culture and needs of Colombians with input from Colombian colleagues and the participants from our sample workshops in 2008. We used an AVP (alternatives to violence project) format which is a group program to improve communication, cooperation and conflict resolution. Some of the workshop participants had had AVP (PAV in Spanish) and, therefore, were familiar with some basic concepts such as active listening, affirmations, communication, which added to the overall usefulness of the material.

In Colombia we are partnering with other peace groups and peace communities to offer the trauma healing workshops, along with Alternatives to Violence and peace making efforts of their communities. The workshop includes discussion, mini lectures, embedded support groups, group cohesion exercises, journal writing, listening exercises, self-care

activities, art, trust exercises and dramatic experiences such as the Empty Chair, Stand in the Circle, a healing ritual of a positive memories and the River of Life which involves a future projection of their future goals. During August of 2009 our group trained six Colombian facilitators and the Colombian facilitators have now completed two workshops with in Monteria and Sahagun.

In Sahagun there were five individuals who tragically had been parents of “False Positive” victims. “False Positives” are a type of extrajudicial killing, in which innocent young men were killed and then dressed in guerilla uniforms to increase the body count of guerillas killed. The responses of family members to the workshop were extremely favorable. In Monteria, the participants included families of victims of extrajudicial killings, as well as some ex-combatants, again with very positive results. The manual has now been translated into Spanish and is being revised based on suggestions from participants and facilitators. I am happy to share information with others. Please contact me for further information.

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CHANGE AGENTS:

Bringing Oral Histories of Peace Activists to a College Campus

Kathryn French, Utah Valley University

Introduction

My place of teaching, Utah Valley University (UVU), is in Utah County, arguably the most conservative county in our most conservative state. Returning from a sabbatical in the unsettled months between the invasions of Afghanistan and Iraq, I was determined to connect my academic life and institution with the peace movements in Salt Lake City to the north. First came the discordant time of statewide antiwar protests in which students and faculty participated. Then came my panel on the history of Utah peace activism at a local conference. There activists and historians shared stories of current and past Utah peace movements. How those of us present wished these fascinating stories had been recorded! Thus began the idea for this the serendipitous Oral History of Utah Peace Activists.

To date, nearly 130 Utah peace activists have been interviewed. UVU, the Utah Humanities Council, and Utah State History have helped to fund the project. Seventy-five interviews are in the UVU Library archives and the Utah History Archives; others are in various stages from unprocessed recordings to unedited transcripts. The goals of this project have been to preserve the historical stories of people and events in Utah, to record motivations and personalities, and to bring these inspiring heroines and heroes of Zion to my students and the larger community. The permanency of the archival collection assures that students and the public will be able to access these interviews far beyond the lives of any of the participants.

Utah Is the Place

If people like to protest war and weaponry, Utah is the place. Utah's sparsely inhabited deserts have attracted lethal weapons storage and testing sites, including facilities for chemical and biological weapons of mass destruction at the Tooele Army Depot and Dugway Proving Ground. Utah is downwind of the Nevada Atomic Test site, and it is also a site of uranium mines and processing plants. Consequently many Utah families share a radiation legacy of death and disability. Utah also hosts ATK Thiokol and other defense manu-

facturers, Hill Air Force Base, and the Utah Test and Training Range. In the 1980's, Utahns were threatened with MX missiles being placed in their own West Desert. In addition to these opportunities of place, Utahns join in nation-wide peace and antiwar movements.

In addition to protest, Utahns also engage in very positive peace making. After the first few interviews, it became obvious that to the activists, peace and justice are intertwined, hence the scope of the project expanded to include peace and justice activists. Peace activists were instrumental in helping to create shelters for the homeless and for victims of domestic violence, and to build a restorative justice initiative. Some of the persons interviewed have national reputations, such as singer songwriter Bruce "Utah" Phillips and former Salt Lake City Mayor Rocky Anderson. Others are better known in Utah activist circles, such as Pastor France Davis, Emma Lou Thayne, Ethel Hale and Paul Wharton, Dayne Goodwin, Diana Hirschi, Stan Holmes, and Ron Yengich. As the interviews accumulated, clusters formed: lawyers, veterans, activists from churches, the Women Concerned who accompanied Peace Links to Russia; the MX Missile activists; the Great Peace March participants; the young BYU activists and more.

On the surface activism in conservative Utah may appear to be more difficult than in other states. The power of the LDS church in state culture and politics has shaped a unique context in which to stage dissent and promote change. Anti-communism, patriotism, the duty to obey authority and other conservative values are essentials of traditional Mormon life. Mormons pride themselves on being a "peculiar people." Yet Utah's history of social radicalism and its early peace movements long ago familiarized Utahns with dissent and peace activism. While some activists express frustration with Utah's "peculiarities," most report that activism here is similar to what happens in other states. Many contend it is easier due to Utah's small population and its nonviolent cultural response to dissent.

Bringing the Oral Histories to Campus

An oral history is part of the cultural memory of a people, told by individuals. A listener or reader relates to an interviewee as an individual. To the listener, there is often an intimacy in this relationship. The recording of the oral histories, and the archiving in the UVU and State History libraries, preserves memories and makes possible relationships. Most Utahns, including UVU students, are ignorant of the rich history of Utah peace activism. A large number of conservative Utahns and activists discount and avoid the "Other." In connecting individual students and members of the public to the interviews of individual peace activists, a project such as this can help to diminish the perceived difference of "Others." Of course the final arc in this loop would be a second oral history project, in which the stories and motivations of very conservative leaders in Utah would also become available, an arc not yet created.

There are many ways in which UVU campus and the larger community have engaged with the oral histories and consequently with the activists themselves. Many students are assigned to read selected transcripts in classes related to racism, psychology, anthropology, and history. Students' typical response has been, "When will the book come out so I can read them all?" A limited number of students, funded by a campus grants and student financial aid, have helped to transcribe, edit, and make the many CD's. They have also interviewed some of the activists.

Many of the activists met through this project have subsequently been invited to present on campus. They have spoken to individual classes, keynoted at major events, and served on advisory boards. For the most part our students have been largely unaware of the national and local patterns of discrimination and violence that have precipitated activism, and these are invaluable opportunities to learn from activist leaders who have worked on solutions.

Peace Posters Available

Spread the message.
Give as gifts.

FULL-COLOR, 11" x 17"

\$10 donation for one poster, with
shipping & handling included;
additional posters \$5 donation each
(i.e., 2/\$15; 3/\$20; 4/\$25, etc.)

To order, e-mail:

julie.levitt@verizon.net



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

The visibility of the oral history and the activists has stimulated conversations among faculty, administrators, and students on campus. In our culture there is a taboo on speaking about dissidents with respect. These conversations challenge and break the taboo, bring campus attention to peace and justice issues, and support deeper analyses of issues of democracy, compassion, human rights, dissent, and individual responsibility.

An unexpected benefit is that as the activist community members have become part of this project and have begun visiting our campus to contribute to educational events, the activists are looking at our campus with new eyes. The old stereotype in Utah has been that our county is close-minded and unfriendly to any but ultra right-wing conservatives. The new word is that this campus welcomes dialogue, that controversial issues are opportunities to learn, that diversity is respected, and that peace makers can inspire.

Finally, we have seen students embrace activism in their own lives, without the nudging of their faculty mentors, and we have seen their impatience to reconstruct the world they wish to live in. They are especially motivated to learn how to bring peace and justice to reality before their children grow up in a world of conflict and need. They are taking initiatives to build activist groups, attend workshops on nonviolence, show films, organize events, and create humanitarian projects. Some are enrolling in graduate programs in peace and justice fields. They are learning from example that most peace activism is coupled with nonviolence, that most peace acts do not make the nightly news, and that individuals from all walks of life do make a difference. The web site for this oral history is (www.uvu.edu/library/archives/peace.html).

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Peace Education on the Web and in the U.S. Congress

Linden Nelson, Peace and Education Working Group Chair

The Conflict Resolution Education (CRE) Connection Website

Anyone with interest in peace education is likely to discover useful resources by investigating this website—<http://www.creeducation.org>. The site includes articles, book chapters, lesson plans, and other informative resources related to all levels of peace education. The home page offers five doorway icons that are titled “Researchers,” “Teachers & Trainers,” “Policymakers & Admins,” “CRE around the Globe,” and “Partners & Projects.” If you click on “Policymakers & Admins,” you will be taken to a page with a “Policymakers Menu” among other features. In this menu you may select “Peace Studies at Community Colleges” to access the “Manual for Community Colleges Developing Programs in Peace & Conflict Studies.” Or, you can click “CRE Legislation” to find descriptions of current laws and proposed bills at the federal and state levels that promote conflict resolution education, social and emotional learning, and violence prevention programs for young people. If you scroll lower in the Policymakers Menu, you will come to a section “New in the Catalog.” The materials listed here are changed often, but recent examples include “Helping Children Resolve Peer Conflict,” “For the Sake of Children: Peacebuilding Story Telling Guide,” and “Assessment Toolkit for Bullying, Harassment and Peer Relations at School.”

Clicking the doorway “Teachers & Trainers” takes you to a page with a menu that includes, among many other things, a section on “Learning Modules and Activities.” Here you can find lesson plans, teaching activities, manuals, Powerpoint presentations, articles, etc. The CRE Connection is the most comprehensive site on the Web for information about conflict resolution education, and all of the resources are free. It has received major support from the JAMS Foundation and other organizations. The Web Designer is William Warters at Wayne State University. I represented Div. 48 at a meeting that was held in Washington, D.C., several years ago

for the purpose of initiating and planning the development of the site.

Proposed Federal Legislation to Promote CRE and Social and Emotional Learning (SEL)

Two bills that would promote peace education in schools were introduced in Congress during the past year. The Conflict Resolution and Mediation Act of 2009 (H.R. 4000) was introduced by Rep. Bobby Rush (D-IL) and nine co-sponsors. It would provide assistance to local educational agencies for the prevention and reduction of conflict and violence in schools throughout the United States. It would provide funds for developing model programs and for developing and implementing conflict resolution and mediation programs for students, teachers, and other personnel in regular contact with students. For additional information about H.R. 4000 and the full text of the bill go to <http://www.opencongress.org/bill/111-h4000/show/>. The bill was assigned to the House Education and Labor Committee.

The Academic, Social, and Emotional Learning Act of 2009 (H.R. 4223) was introduced in Congress by Representatives Dale Kildee (D-MI), Judy Biggert (R-IL), and Tim Ryan (D-OH). It would establish a National Technical Assistance and Training Center for social and emotional learning (SEL) and would provide grants to states and districts to develop SEL programs. It would also support a

national evaluation of school-based SEL programs. For the full text of the bill and other information about it, go to <http://www.opencongress.org/bill/111-h4223/show/>.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has provided scholarly support for this bill (see their press release about the bill at (www.casel.org/downloads/SELEACT_2009_pressrelease.pdf). SEL programs generally include conflict resolution education, training in social and communication skills, and instruction in emotional awareness and management. The CASEL Web site includes a wealth of information on SEL (www.casel.org). According to the March issue of the APA Monitor on Psychology, the American Psychological Association is supporting this bill, and “research shows that such [SEL] programs boost students’ motivation and academic achievement and improve their ability to resolve conflicts and manage emotions.”

These bills are a rare opportunity for those of us interested in the development of peaceful people to enlist federal support for school programs that could make a significant contribution toward fulfilling our goals. I encourage all psychologists to contact their Congressional representatives and urge support for this legislation.

Linden Nelson can be contacted at llnelson@calpoly.edu.



Participants on panel about youth activism for peace. In center, holding flags: co-moderators IAAP's Dr. Judy Kuriansky and Soroptimist's Dawn Marie Lemondes. (See story opposite.)

Youth Efforts for Peace at United Nations DPI NGO Conference on Disarmament

Judy Kuriansky, Main DPI. NGO representative to the UN for the International Association of Applied Psychology, and Russell Daisey, co-founder the Stand Up for Peace Project

“Disarm Now! For Peace and Development” was the theme of the 62nd Annual conference of Non Governmental Associations (NGOs) associated with the United Nations Department of Public Information (DPI) held in Mexico City in September 2009. The goal was to identify ways civil society in partnership with other stakeholders can contribute to the advancement of peace and as a result, promote sustainable development. Yearly, thousands of NGOs accredited at the Department of Public Information come together to share activities and exchange ideas about the assigned topic. Consistent with UN Secretary General Ban Ki Moon’s distinct goal to involve youth and offer model opportunities for young people to be involved in global disarmament and peace efforts, the following are examples of conference-related efforts to accomplish that goal:

Pre-Conference & Poster Sessions for Youth

A pre-conference specifically for youth with panels and poster-presentations was held at the United Nations headquarters in New York in June 2009, prior to the annual meeting in September. The goal was to generate interest and involvement by student groups in efforts towards disarmament, peace and international cooperation. This conference was spearheaded by Dr. Mary Norton (who now serves as co-chair of the planning committee with Maria-Luisa Chávez, Chief of the NGO section of the DPI Outreach Department, for the DPI NGO conference on global health this fall in Melbourne Australia). Several student groups under my supervision developed and presented posters. For example, one of our interns at the International Association of Applied Psychology, native Haitian Father Wismick Jean Charles, prepared a poster—in English and Japanese versions—on “Overcoming Poverty and Violence in Haiti: Engaging Youth Participation and Cooperative Projects with Dominican Republic Neighbors.”



The poster about Japanese American efforts toward peace presented by Smith students Julianne Casey and Ryan Rasdall at Division 48 suite programming at APA 2009 in Toronto (left).

The UN Secretary General surrounded by youth at a signing of the Disarmament conference symbol (below).



Student summer interns from Smith College—Julianne Casey, Ryan Rasdall and Alexander Frizzell—produced a poster on “Sharing the Vision of Global Harmony: Japanese & Americans Singing and Speaking Out For Peace and Against Nuclear War” (see the Fall 2008 *Peace Psychology Newsletter* for “Americans and Japanese Commemorate 9/11 together” on p 13; and “Universal Peace Day: Share the Vision of Peace” on p. 23-24). The experience prompted Casey to note, “Working on this issue opened my eyes and made me change the direction of my studies at school.” Two Williams College students, Emanuel Yuketiel and Rebecca Alschuler, produced a poster entitled “Beyond Bullets and Bombs: Grassroots Peacebuilding Projects between Israelis and Palestinians,” covering innumerable groups making these efforts (see Kuriansky, 2007 for more information). These

posters were presented as part of the programming at the suite of the Peace division of the American Psychological Association held in Toronto in August, and also later in February, 2010 at the 27th Annual Teachers College Winter Roundtable on Cultural Psychology and Education.

In addition, several special events with youth representatives, volunteers and the student journalists were specifically organized for youth and the UN Secretary General. At one of these events, held at the beautiful Musee de Beaux Artes, the SG was presented with the symbol of the conference, a grenade sprouting a beautiful leaf. The SG signed the leaf and took photos surrounded by the youth.

Continued on page 18

Stand Up For Peace

An opening night concert, the first of its kind for such conferences, was held at the modern Bellas Artes Concert Hall in Mexico City to celebrate “World Unity for Disarmament” with interactive performances by a Japanese rock star, Shinji Harada, and by the New York-based “Stand Up For Peace Project” founders and composers Russell Daisey and Division 48’s board member Dr. Judy Kuriansky. The Japanese and American bands perform frequently together at peace charity concerts (e.g., New York 9/11 anniversaries) and throughout Japan on anniversaries of the bombing of Hiroshima. A group of young people from Mexico City were chosen to join the choir for Harada’s anti nuclear anthem, Hiroshima, Is The Place To Start and Yamato: The Global Harmony as well as for Kuriansky and Daisey’s peace anthem Stand Up For Peace. Peace activist, artist and founder of Mexican-based NGO Journeys for Peace, Sergio Kopeliovich, noted, “This was a great opportunity for these young people who are involved in such creative ways to bring about peace, to communicate their peace message in song.”

International Student Journalism Program

Young people from around the world, including Central America, Africa, The Caribbean, Italy, Israel, Austria, and the United States, came to the Mexico City conference to be part of the International Student Journalism program. The team of 25 international students supervised by veteran multi-media journalist Dr. Judy Kuriansky, and a team from Mexico supervised by Braulio Diaz, ran an active 24-hour newsroom in a 2nd floor room of the Secretariat de Relaciones Exteriores (the Ministry of Foreign Affairs). In a frantic but excited pace, the tenacious young journalists covered their assignments of events, exhibits, ceremonies, workshops, and interviews, rushing back to computer terminals to file stories in print, photo and video form, in their native English or Spanish. Their reporting was acknowledged by being posted for the first time on the official DPI website: See the three bulletins at (www.un.org/dpi/ngosection/conference) and click on Media Room, then Student Journalists. “This has been such the most intense but fulfilling experience I ever had,” said Brady Collins, student journalist from the University of Illinois. Editor-in-chief Richard Garrabrant, SUNY Purchase College student doing a semester studying abroad in Mexico said,



Youth choir in the Stand Up For Peace concert at the UN NGO DPI Mexico City conference on Disarmament.

“Covering these topics with our American-based team and the Mexican team has been such a powerful example of how working together from different cultures is a model of the cooperation that creates world peace.”

Panel Discussions

A panel I co-organized and co-moderated on behalf of IAAP and the NGO Sorooptimist International, with APA among the co-sponsors, focused on “Abolishing Tools of War and Creating Projects for Peace: Models of Citizen Youth Activism for Psychosocial Health of Communities Now and in the Future.” A provocative question was asked by panelist David Kovatch, Disarmament Coordinator at the World Federation of United Nations Associations (WFUNA) and a master’s student at Columbia University’s School of International and Public Affairs where he studies international security policy focused on arms control and disarmament: “What does a tub of margarine labeled “nuclear arms” and a piece of bread have in common?” The answer: “Stop the Spread.” That was the logo and slogan of a WFUNA antinuclear arms campaign. Representatives of the World Association of Girl Scouts and Girl Guides also presented their projects for peace. Panelist Sarah Walker from Our Cabana, a Girl Scout-associated center in Cuernavaca, Mexico that offers life experience to young girls, said, “It’s great to have a voice and to know people are listening to us.” Teens from the Mexican-based NGO Journeys for Peace described their unique anti-war social service projects, including 16-year old Alicia Moreno Martinez’ youth newspaper on “Good News,” 15-year old Frieda Daniel’s video peace dialogues, and the groups’ signature activity interviewing world leaders (e.g. the Polish President, peace activist rock star Bono and Colombia peace prize winner Ga-

briel García Marquez) about their “conditions for peace” and “consequences of war.”

Networking and Career Fair

Another impressive event for youth was an NGO Networking and Career Fair held in Alameda Park across from the Ministry building. The event—organized by the youth committee chairs, American Kelly Roberts from Fordham University and her Mexican counterpart Constanza Gomez Mont—was an effort to involve, empower and educate college students and young professionals about grassroots efforts of NGOs. More than 130 participants visited various booths to learn about NGO youth initiatives, internships and public service campaigns. They also exchanged ideas over boxed lunch on benches in the beautiful park. During the event, the Art Center College of Design and Mexican NGOs launched campaigns to mobilize youth against gun violence. “I never knew about all these wonderful opportunities of how I can get involved in doing something for people and being active in international affairs and peace, which is my passion,” said Stephanie Salvador, a student at Pace University in New York. Echoing the enthusiasm of her classmate and many of her contemporaries, Japanese-American student journalist Akane Wilson said, “I am already figuring out how to save enough money to be able to come to Australia to the conference on global health next year.”

Judy Kuriansky can be contacted at DrJudyK@aol.com.

Solutions to Intergroup Conflict: Constructing Sustainable Webs of Peace Builders

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

PRELIMINARY PROGRAM SCHEDULE

Div. 48, APA Annual Convention, San Diego, August 11 – 14, 2010

Our Hospitality Suite will be in the Spinnaker Suite, Room 318, Third Floor, North Tower, San Diego Marriot Hotel, Phone: 619-234-1500, ext. 318. Please feel free to use this space for informal meetings. All are welcome to Division 48 programs.

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

WEDNESDAY, AUGUST 11, 2010

Executive Committee Meeting

2 p.m. – 7:50 p.m.

Hilton San Diego Bayfront Hotel, Aqua Room 313

THURSDAY, AUGUST 12, 2010

Symposium: Past Threads and Future Trends in Peace Psychology Research

9 – 10:50 a.m.

San Diego Convention Center, Room 29C

CHAIR: Richard V. Wagner, PhD, Bates College

Linden L. Nelson, PhD, California Polytechnic State University, San Luis Obispo: **Cognitive and Motivational Dynamics in Peaceful People**

Susan Opatow, PhD, City University of New York John Jay College of Criminal Justice: **Moral Inclusion and Peace Psychology Research**

Daniel M. Mayton II, PhD, Lewis-Clark State College: **Review of Research on Nonviolence**

Discussants: Barbara Tint, PhD, Portland State University; Richard V. Wagner, PhD

Symposium: Media, Arts, Policy, and U.S. Culture of War (CE)

11 – 11:50 a.m.

San Diego Convention Center, Room 26B

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

Sheldon Solomon, PhD, Skidmore College: **Anatomy of Human Destructiveness**

Frank Farley, PhD, Temple University: **Violence Export, Media Enabling, the Modus Operandi of a Type T (ThrillSeeking) Nation and Heroism**

Discussant: Philip G. Zimbardo, PhD, Stanford University

Global and Comparative Perspectives on Peace and Conservation

12 – 1:50 p.m.

San Diego Convention Center, Room 33A

Included because of interest to members; Ethel Tobach, PhD, Nancy Dess, PhD, and Saleem H. Ali, PhD

Symposium: War in Afghanistan East-West Clashes of Civilization

1 – 1:50 p.m.

San Diego Convention Center, Room 30B

CHAIR: Joseph de Rivera, PhD, Clark University

Neal S. Rubin, PhD, Argosy University/Chicago: **Diplomatic Engagement and Military Strategy at the Cultural Interface**

Masood Aziz, MBA, Afghanistan Policy Council, Washington, DC: **Imposing Democracy and Governance in Afghanistan: A Cultural, Historic and Political Perspective**

Nahid Aziz, PsyD, Argosy University/Washington, DC: **Can Cultural Understanding Lead to a Peaceful Solution in Afghanistan?**

Saman Hamidi Azar, BS, Argosy University/Washington, DC: **Afghanistan's Islamic Identity and Its Effects on Culture**

Symposium: International Perspectives on State Violence and Peace: A Summary

2 – 2:50 p.m.

San Diego Convention Center, Room 30D

CHAIR: Sherri N. McCarthy, PhD, Northern Arizona University, Yuma

Amanda B. Clinton, PhD, MEd, University of Puerto Rico, Mayaguez: **Latin American Perspectives on Peace, War and Governmental Aggression**

John M. Davis, PhD, Texas State University/San Marcos: **Perspectives on Peace and Governmental Rights: United States, Canada, and Australia**

Sherri N. McCarthy, PhD: **Asian Perspectives on Peace, War, and Governmental Rights to Aggression**

Discussant: Kathleen Malley-Morrison, PhD, Boston University

Invited Address: Morton Deutch Conflict Resolution Award Address

3 – 3:50 p.m.

San Diego Convention Center, Room 26B

CHAIR: Joseph de Rivera, PhD, Clark University

David Adams, PhD, Wesleyan University: **Peace: The Choice Between Pacification or Empowerment**

« PULL OUT SCHEDULE TO BRING ALONG TO SAN DIEGO »

Reception: *The 100th Anniversary of William James' The Moral Equivalent of War: An Interdivisional Conversation on War and Psychology*

5 – 7 p.m.

Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

This reception is co-hosted by Divisions 9, 10, 18, 35, 36, 46, 48, 51 and 56.

Hollywood Scriptures: Films of Peace & War

7 – 9 p.m.

Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Steven Nisenbaum, PhD, JD, Family Health Choices, Inc., Topsfield, MA and John L. LaMuth, MS, JLM Mediation, Lucerne Valley, CA.

FRIDAY, AUGUST 13, 2010

Symposium: *Hollywood Scriptures: James' "Moral Equivalent," War and Psychology's Public Service*

8 – 8:50 a.m.

San Diego Convention Center, Room 7A

This session's time slot is graciously offered by Division 18; CHAIR: Julie M. Levitt, PhD, Independent Practice, Bala Cynwyd, PA

Steven Nisenbaum, PhD, JD, Family Healthy Choices, Inc., Topsfield, MA; **James, War Stories and Film**

Discussants: Mary B. Gregerson, PhD, Independent Practice, Leavenworth, KS; Jacqueline R. Wall, PhD, University of Indianapolis; Frank Farley, PhD, Temple

Fellows Addresses: *Early Career Award Address for 2009*

9 – 9:50 a.m.

San Diego Convention Center, Room 28E

CHAIR: Joseph de Rivera, PhD, Clark University

Elizabeth Levy Paluck, PhD, Princeton University: **Field Experimental Research on Violence and Peace: Pragmatism As a Guiding Philosophy & Method**

Peace & Education Working Group

9 – 9:50 a.m.

Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Linden Nelson, PhD, Chair

Promoting Personal Peace in Peace Workers

10 – 11:50 a.m.

Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

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

Poster Session

10 – 10:50 a.m.

San Diego Convention Center, Exhibit Hall ABC

Laurence A. French, PhD, University of New Hampshire: **Obstacles to Peace in Bosnia: Sectarianism Among Police and Schools**

Rachel M. MacNair, PhD, Institute for Integrated Social Analysis, Kansas City, MO: **Inviting ProLifers Into the Web of Peace Builders: Survey Evidence**

John E. LaMuth, MS, JLM Mediation, Lucerne Valley, CA: **Challenges to World Peace: A Global Solution**

Carl F. Auerbach, PhD, Yeshiva University: **Identity Changes in Former Combatants Involved in Israeli-Palestinian Reconciliation Activities**

CoAuthor: Chaya Rubin, MA, Yeshiva University

Milton A. Fuentes, PsyD, Montclair State University: **Eliminating Racism: The Role of White Allies**

CoAuthors: Javier E. Bustamante, Montclair State University; Michelle M. Truffin, BA, Montclair State University; Steve Arrieta, Montclair State University;

Michelle Bassett, BA, Montclair State University; Liliana Bonilla, Montclair State University

M.L.C. Sicoli, PhD, Cabrini College: **Biographical Factors of 20th-Century Tyrants**

Susana Conejero, PhD, Public University of Navarre, Pamplona, Spain: **Emotions and Forgiveness in a Context of Political Violence**

CoAuthors: Itziar Etxebarria, PhD, University of the Basque Country, San Sebastián, Spain; Ignacio Montero, PhD, Autonomous University of Madrid, Spain;

Aitziber Pascual, PhD, University of the Basque Country, San Sebastián, Spain

Susana Conejero, PhD, Public University of Navarre, Pamplona, Spain: **Gender Differences in Emotions in a Context of Political Violence**

CoAuthors: Itziar Etxebarria, PhD, University of the Basque Country, San Sebastián, Spain; Ignacio Montero, PhD, Autonomous University of Madrid, Spain;

Aitziber Pascual, PhD, University of the Basque Country, San Sebastián, Spain

Richard T. Kinnier, PhD, Arizona State University: **Main Contributors to a Possible Ideal Future World**

CoAuthors: Kerrie G. Wilkins, BS, Arizona State University; David Hauser, MS, Arizona State University; Silva M. Hassert, MA, Arizona State University;

Laura C. Petrolle, MEd, MA, Arizona State University

Christian S. Chan, MA, University of Massachusetts Boston: **On Collective Apology: Some Theoretical Exploration and Integration**

JeeHae S. Nam, MEd, BA, Boston College: **Postcards for Peace: Evaluation of a Youth Organizing Program**

CoAuthors: Nicole M. Duffy, MA, Boston College; Rachel Singer, MA, Boston College; Alexis Reid, BA, Boston College; HyunJoo Lee, MA, MEd, Boston College;

Belle Liang, PhD, Boston College

Nancy J. Lin, PhD, University of Massachusetts Boston: **Refugee Journeys to Self and Identity: Sudanese and Cambodian Experiences**

CoAuthor: Karen L. Suyemoto, PhD, University of Massachusetts Boston

William G. Johnson, PhD, The Citadel, the Military College of South Carolina: **Attitudes Toward War and Peace**

CoAuthors: Regan Stewart, MA, The Citadel, the Military College of South Carolina; Thomas M. Pynn, MA, Kennesaw State University;

Julie S. JohnsonPynn, PhD, Berry College

Daniel M. Mayton II, PhD, Lewis-Clark State College: **Trends in Doomsday Attitudes During the War on Terror**

CoAuthors: Joshua B. Lloyd, Lewis-Clark State College; Christina N. Browne, BS, Lewis-Clark State College; Megan M. Wicklander, Lewis-Clark State College;

Lisa M. Davis, BS, Lewis-Clark State College; Sarah J. Danley, BS, Lewis-Clark State College

Hannah E. Severson, BS, Lewis-Clark State College: **Gender Differences on Nonviolence**

CoAuthors: Resa F. Konkright, BS, Lewis-Clark State College; Christina N. Browne, BS, Lewis-Clark State College; Joshua B. Lloyd, Lewis-Clark State College; Brett R. Toney, Lewis-Clark State College; Daniel M. Mayton II, PhD, Lewis-Clark State College

Muhammad A. Tahir, PhD, University of Balochistan, Quetta, Pakistan: **Bullying Among Prison Inmates in Pakistan: An Exploration of the Problem**

CoAuthor: Kostas Bairaktaris, PhD, Aristotle University, Thessaloniki, Greece

Christina N. Browne, BS, Lewis-Clark State College: **Inner Peace: Personality Characteristics of a Peaceful Person**

CoAuthor: Joshua B. Lloyd, Lewis-Clark State College; Resa F. Konkright, BS, Lewis-Clark State College; Brett R. Toney, Lewis-Clark State College; Hannah E. Severson, BS, Lewis-Clark State College; Daniel M. Mayton II, PhD, Lewis-Clark State College

UNESCO ASPNet Canadian-Philippine Health Outreach Partnership: Psychological Observations

11 – 11:50 a.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

John Szura, PhD, Order of Augustine, Chicago, IL with Alice Mujar, Certified Nursing Assistant; Health care outreach director St. Thomas of Villanova Institute, Quezon City, Metro Manila, Philippines, and John Cafferky, MA; Faculty Pope John Paul II High School, Scarborough, ON, Canada

Discussion: Ethics & Psychology: Perspectives and Peace Actions

12 – 12:50 pm Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Steven Handwerker, PhD, International Association for the Advancement of Human Welfare, Inc., Boca Raton, FL and John Szura, PhD, Order of Augustine, Chicago, IL

Discussion: Afghanistan-U.S.A. Coming Together

1 – 1:50 p.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Masood Aziz, MBA, Afghanistan Policy Council, Washington, DC; Nahid Aziz, PhD, Argosy University/Washington DC

Symposium: Challenge of Reconciliation During and After Mass Violence (CE)

2 – 3:50 p.m. San Diego Convention Center, Room 29A

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

Ervin Staub, PhD, University of Massachusetts: **Principles and Understanding of Violence and Avenues to Reconciliation**

Laurie Pearlman, PhD, Headington Institute, Pasadena, CA: **Role of Trauma in Recovery**

Pumla Gobodo-Madikizela, PhD, University of Cape Town, Rondebosch, South Africa: **Encountering the Face of Other: The Promise and Challenge of Forgiveness in the Aftermath of Mass Trauma and Violence**

Stephan M. Sonnenberg, JD, MA, Harvard University: **Bridging the Gap Between Peace and Justice: Conflict Analysis**

Symposium: We Speak in Different Cultures: Iranian & American Bridges to Understanding & Peace

4 – 4:50 p.m. San Diego Convention Center, Room 31C

CHAIR: Hossein Moftakhar, EdD, University of California-Davis

Ali Agha Mohammadi, MD, Independent Practice, Bakersfield, CA: **Understanding the Cultural Voice of Persia**

Mahnaz Khazari, MA, MK Finance, Carmichael, CA: **Understanding the Politics of the Persian Worldview**

Sheri J. Hixon, MA, Truckee Meadows Community College: **Understanding and CoConstructing Communication Bridges**

Immigration-Impact on Demographics, Mental Health, Education and Sexual Identity

4 – 5:50 p.m. San Diego Convention Center, Room 31A

Co-Sponsored by Divisions 27 & 29, co-listed by Divisions of Social Justice, Co-Chairs: Judith Van Hoorn, PhD, and Albert Valencia, EdD, with Corann Okorodudu, EdD, Nadine Nakamura, PhD, Song Lee, PhD, Graciela Orozco, EdD, and Samuel Orozco. Discussants: Melba J. T. Vasquez, PhD, and James H. Bray, PhD

Film and Discussion of the Hurt Locker (APA Film Committee)

4 – 6:30 p.m. San Diego Convention Center, Room 8

Chair: Stuart Fischhoff, PhD, with discussants Rachel MacNair, PhD, and Lawrence Balter, PhD, on the film, The Hurt Locker, a film to be featured in our Peace Psychology Session with Division 18 on Friday at 8 a.m. in the Convention Center.

Invited Address: Ralph K. White Lifetime Achievement Award

5 – 5:50 p.m. San Diego Convention Center, Room 24B

CHAIR: Linda Woolf, PhD, Webster College

Thomas F. Pettigrew, PhD, University of California-Santa Cruz: **Structurally Grounded Psychological Insights: Toward Sustainable Effects**

Reception: Students and Early Career Peace Psychologists

6 – 7:30 p.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Chair, Gabriel Twose, Clark University, Student and Early Career (SEC) Chair

Discussion: Promoting Reconciliation Before and After Group Violence

7:30 – 9 p.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Chair: Ervin Staub, PhD, University of Massachusetts

SATURDAY, AUGUST 14, 2010

Peace & Spirituality Task Force: Special Projects & International Interventions

8 – 8:50 a.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Steven Handwerker, PhD, Chair, Peace & Spirituality Working Group, International Association for the Advancement of Human Welfare, Inc., Boca Raton, FL

Symposium: *Advocating for Children's Rights, Part I: U.S. Support for U.N. Children's Rights Convention*

9 – 9:50 a.m. San Diego Convention Center, Room 25C

CHAIR/Discussant: Julia M. da Silva, Director, Violence Prevention Office, Public Interest Directorate, APA

Corann Okorodudu, EdD: **Impact of the Children's Rights Convention**

Judith L. Van Hoorn, PhD, University of the Pacific: **History of APA's Support for the Convention**

Deborah F. Ragin, PhD, Montclair State University: **Campaign for U.S. Ratification of the Convention**

Paper Session: *Advocating for Children's Rights, Part II: Children, Families, Conflict, and Violence*

10 – 10:50 a.m. San Diego Convention Center, Room 23C

CHAIR/Discussant: Mary Haskett, PhD, North Carolina State University

Jennifer M. Costillo, MA, Azusa Pacific University: **Developing a Community-based Child Abuse Prevention Program: Rwanda, Africa**

CoAuthor: Joshua J. Williams, MA, Azusa Pacific University

Judith L. Van Hoorn, PhD, University of the Pacific: **Effects of Current Wars on Young Children and Families in the United States**

CoAuthor: Diane Levin, PhD, Wheelock College

Sandra Rafman, PhD, Montreal Children's Hospital, QC, Canada: **Disasters and Children: Unseen Trauma and Grief of Haiti's Earthquake**

Michael R. Van Slyck, PhD, Virginia Commonwealth University: **Spousal Conflict Management Style: Impact on Children's Social Competence**

CoAuthors: Marilyn Stern, PhD, Virginia Commonwealth University; Sarah Moritzen, PhD, Independent Practice, Albany, NY

Symposium: *Psychological Perspectives for Promoting a Just, Sustainable, and Peaceful Environment*

11 a.m. – 12:50 p.m. San Diego Convention Center, Room 29A

CHAIR: William A. McConochie, PhD, MS, Political Psychology Research, Inc., Eugene, OR

Ethel Tobach, PhD, American Museum of Natural History, New York, NY: **Peace Building and Global Environmental Sustainability**

Thomas J. Doherty, PsyD, Lewis-Clark College: **Addressing Social Justice Implications of Climate Change: Barriers and Opportunities**

P. Mark Kirwin, JD, 11th Hour Mediation, Ventura, CA: **United Nations Climate Change Talks: An On-the-Ground Perspective**

William A. McConochie, PhD, MS: **Sustainability Endorsement and Its Trait Correlates**

Discussant: Susan D. Clayton, PhD, College of Wooster

Update on Divisions of Social Justice

2 – 2:50 p.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

CHAIR: Judith L. Van Hoorn, PhD, University of the Pacific

Presidential Address (CE)

3 – 3:50 p.m. San Diego Convention Center, Room 25A

CHAIR: Eduardo Diaz, PhD, Miami-Dade Commission on Human Rights, Miami, FL

Joseph de Rivera, PhD, Clark University: **Mind Over Matters: Breaking Through Psychological Barriers to Peace**

Business Meeting

4 – 4:50 p.m. San Diego Convention Center, Room 25A

CHAIR: Joseph de Rivera, PhD, Clark University

Hospitality Suite Division 48 Reception (Social Hour)

6 – 9 p.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Refreshments. All are welcome.

SUNDAY, AUGUST 15, 2010

Young Muslim-Americans: Approaching Cultural Challenges in a Dynamic Political Environment

8 – 8:50 a.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Saman Hamidi Azar, BS, Argosy University, Washington, DC

Symposium: *Peacebuilding & Resiliency Shaping Community Paradigms: Local, National & International*

9 – 9:50 a.m. San Diego Convention Center, Room 31C

CHAIR/ Discussant: Steve Handwerker, PhD, International Association for the Advancement of Human Welfare, Inc., Boca Raton, FL

A. Marco Turk, JD, California State University Dominguez Hills: **Memory As the Key to Resolving Postconflict Ethnic Division**

Steve Handwerker, PhD: **Impact of Values on Peace Building and Resiliency;**

Brian C. Alston, MA, Grand Canyon University: **Haiti: Mediating Current Conflicts Through Future Green Collaboration**

Hate on Campus

10 – 10:50 a.m. Hospitality Suite, San Diego Marriot Hotel, Spinnaker Suite, Room 318

Michael Hulsizer, PhD, Webster University, and Linda M. Woolf, PhD, Webster University

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

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

Hollywood Scriptures the Moral Equivalent of War

Steven Nisenbaum, 2010 APA Convention Program Chair

Division 48 (Society for the Study of Peace, Conflict and Violence) should seize the opportunity to capitalize on the 2010 Academy Award for Achievement in Directing (Best Director) Oscar to Kathryn Bigelow (the first female director to receive this award). This honor was bestowed on her for her work on *The Hurt Locker*, which also won an Academy Award for Best Motion Picture. The movie is a headlong psychological study of the relationship between combat violence and human nature and society for soldiers, their families, and the indigenous peoples who are bystanders, victims, and willing or unwilling combatants in “theaters” (pun intended) of conflict. The theme is hammered home in the opening quotation from the 2002 book *War Is a Force That Gives Us Meaning* by *NY Times* correspondent Chris Hedges: “The rush of battle is a potent and often lethal addiction, for war is a drug.”

The film does not sermonize, and it is possible to view its interweaving war and anti-war messages as just as complex and nuanced as the phenomenon itself. The human spirit includes aspirations for peace and resolution of conflict for the future of humankind, but also morbid fascination with death and gruesome gore, shocking indifference to suffering and sacrifice, glory of compelling heroics, cynicism and prurient humor in the consciousness of soul-depleted combatants struggling to discharge duties to what they no longer know, and callous depravity toward victims, including innocent civilians helplessly caught or willingly participating in the crossfire.

Cinema itself is what I like to refer to as “Hollywood Scriptures,” because movies have replaced the Bible stories of pre-cinematic cultures as the primary vehicle for examining human nature and transmitting societal values and moral lessons. William James launched Peace Psychology exactly 100 years ago with the publication of his famous California Address at Stanford on “The Moral Equivalent of War,” while his colleague Harvard Psychology Professor Hugo Munsterberg, himself tormented by patriotic allegiance to Germany during World War I, grasped the

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potential for the new art form, in publishing the first book on film theory six years later.

The choice for Division 48 likewise is whether or not to maintain stridently purist pacifist and politically correct liberal sentiment at the expense of remaining peripheralized in our influence on APA. In so doing, we also sacrifice the potential for psychology to assist Americans in societal self-examination regarding their own culture-building and their opportunities to enhance planetary survival and create a global village for our offspring.

This year, Co-Chairperson Dr. Julie Levitt and I are trying to expand the influence of Division 48 and further its mission for psychological study of peace, conflict and violence both in the content of our own Division 48 Convention Programming and Hospitality Suites and in interdivisional initiatives.

We have great Symposia planned. Three key panels are focused directly on continued armed conflict around the world and its implications: “Media, Arts, Policy and U.S. Culture of War,” “War in Afghanistan: East-West Clashes of Cultures,” and “The Challenge of Reconciliation During and After Mass Violence.” Another panel explores the particularly complex diplomatic relations between the United States and Iran: “We Speak in Different Cultures: Iranian and American Bridges to Understanding and Peace,” and a

special Symposium considers “International Perspectives on State Violence and Peace: A Summary.” Another two panels in a Symposium and a Paper Session examine the critical issues pertaining to “Advocating for Children’s Rights”: Part I on “U.S. Support for Children’s Rights Convention” and Part II on “Children, Families, Conflict and Violence.” Special focus topics include the environment (“Psychological Perspectives for Promoting a Sustainable and Peaceful Environment”) and community activism (“Peacebuilding and Resiliency-Shaping Community Paradigms: Local, National and International”). A broad overview Symposium provides summary and perspective: “Past Threads and Future Trends in Peace Psychology Research.”

Invited addresses by Award winners include the Lifetime Achievement Award to Dr. Tom Pettigrew, who will speak on “Structurally Grounded Psychological Insights: Toward Sustainable Effects,” and the Morton Deutsch Conflict Resolution Award to Dr. David Adams, who will discuss “Peace: The Choice between Pacification or Empowerment.” Our Early Career Award goes to Princeton psychologist Dr. Elizabeth Levy Paluck who has done fascinating work on intergroup prejudices and social norms, as well as the pivotal influence of media in shaping beliefs and behavior in Rwanda.

A rich array of topics in our Posters Session spans presentation on schools and police as well as obstacles to peace in Bosnia, refugee experiences in Sudan and Cambodia, Pakistani prison bullying, racism, pro-Life advocates, youth organizing, ideal future world, doomsday attitudes and the war on terror, a classification system for ethical and emotional aspects of human nature related to global peace, personality characteristics in peacefulness, biographical issues in tyrants, gender differences and forgiveness in political violence, collective apology, youth organizing, and others. Please join us for a grand program and camaraderie.

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Social Responsibility Consumer Information for the APA Convention in San Diego

Rachel M. MacNair, Membership Chair

Because of the power of money, every dollar we spend is a vote. For those of us who want to vote as much as possible for businesses that have good labor practices, are ecologically sensitive and compassionate to animals, have community involvement, and observe basic human rights—or who want to not have our dollars vote for businesses that are poor on these points—we offer this information. People can then make more informed choices on their purchasing decisions.

Additional information on social responsibility in purchases for airlines, hotels, and other services which would be helpful not only for convention-goers but at all other times can be found at: “Better World Shopping Guide” at www.betterworldshopper.org, and “Green America” at www.responsibleshopper.org.

APA Official Hotels:

The Executive Committee of Society for the Study of Peace, Conflict, and Violence (Division 48, APA) calls for an economic boycott of the Manchester Hyatt. Specifically, we will be following the “do not patronize” recommendation of the coalition of union and LGBTQ rights groups in regard to our meeting places, and we urge members to consider doing the same when making purchasing decisions concerning the services provided by the Manchester Hyatt.

The San Diego Labor Council has the latest recommendations for patronizing or not patronizing hotels and restaurants based on labor practices at www.unionyes.org.

Local Restaurants with Environmental Sensitivity:

For finding compassionate eating/vegetarian restaurants and resources in any location around the world: www.happycow.net or www.veg dining.com. Ecological Ratings for San Diego Green Restaurants: www.ecovian.com/s/sandiego/restaurants.

- Chipotle (closest to convention center: 734 University Avenue)
- Bruegger's Bagels (closest: 655 West Broadway)
- Panera (closest: 2445 Truxtun Road)

Health Food Stores with Delis:

- Whole Foods Market (711 University Avenue)
- Ocean Beach Organic Food Market (4765 Voltaire Street)



San Diego's Balboa Park

Farmers Markets:

Farmer's Markets mean buying locally-grown fresh food, usually also organic and directly from the people who actually grew it or baked it. You can normally find your local ones with a good web search. (<http://sdfarmbureau.org/BuyLocal/Farmers-Markets.php>).

Downtown San Diego Gaslamp Farmer's Market (400 block of Third Ave. b/w Island Ave. & J St.)

Airlines:

See The Better World Shopping Guide (www.betterworldshopper.org) and Green America (www.responsibleshopper.org) for their ratings of these airlines. Amtrak and Greyhound do provide service to San Diego, and trains and buses are the most ecological forms of transportation where walking or bicycling is not practical. They may be a better option for those coming from California or Arizona.

Public Transportation:

See: www.sdcommute.com

We hope to offer the same service for future APA conventions. If you have information on the locations of Washington, DC, for the 2011 convention, or Orlando, Florida, for the 2012 convention, please send it to consumer-guide@peacepsych.com.

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STUDY ABROAD: Creating Peace One Person at a Time

Jennifer Tien-Lo Young, Alliant International University – CSPP Irvine

The art of creating and maintaining peace in a global world requires its citizens to exercise mutual understanding and respect. Peace calls for people to “celebrate our diversity and honor our common humanity” (D. Godfrey, personal communication, August 20, 2009). Coexisting peacefully gains importance as the world becomes increasingly interdependent, with people across the globe interacting physically and virtually more frequently. Rapid advances in technology and enhanced telecommunication services over the past several decades have made it possible for people to easily maintain relationships despite being in opposite regions of the globe. There is a demand across all disciplines to employ individuals who are equipped to deal with diverse cultures with varying values and belief systems. Consequently, educational institutions are uncovering ways to better prepare students for careers in the “global village” (King & Magolda, 2005; Suarez-Orozco & Qin-Hillard, 2004).

One way in which educational institutions have prepared students for global citizenship is through the promotion and expansion of study abroad programs. Study abroad provides students the opportunity to encounter unfamiliar ideas, cultures, and environments. Students are given the opportunity to deepen their sense of independence and identity by maneuvering through awkward intercultural exchanges and other challenges brought about by adapting to a new culture (McLeod & Wainwright, 2008). These experiences aid in their development of intercultural sensitivity and multicultural knowledge. Students often report gaining a sense of autonomy and increased confidence by discovering ways to adapt outside of their comfort zone (Falk & Kanach, 2000; McLeod & Wainwright, 2008). In addition, many students return from their journey abroad showing greater acceptance for difference and feeling connected to their host country in a way previously unimaginable. Study abroad can potentially be viewed as one step toward creating cultural ambassadors of average citizens.

The Study

The poster presentation at the 2009 APA

Conference entitled “Study Abroad: Creating Peace One Person at a Time” was based on a study examining how study abroad impacts its participants. The researcher adopted a mixed methodology using a sequential design. The quantitative portion of the study used a pretest/posttest non-randomized control group design to address the research question: Do students who participate in study abroad have significantly higher unconditional acceptance of self and others than those who do not study abroad? The research hypothesis was that participants who study abroad will have significantly higher unconditional acceptance of self and others than participants who do not study abroad. The qualitative portion of the study used phenomenological interviews to address the research questions: 1) How does one negotiate self identity when encountering different cultures? And 2) How does study abroad change an individual’s experience of him or herself?

Quantitative Methods

Participants. The sample population was comprised of undergraduate students recruited from a two year college and a four year university in Southern California. Flyers were distributed on campus to recruit participants. A raffle entry to win one of four small cash prizes incentivized student participation. The researcher met with staff of study abroad offices to obtain permission to conduct the study on the premises and contact students studying abroad. The researcher sent an email to prospective participants with a URL to the website hosting the survey. All quantitative data was collected online. One hundred and five participants attempted to complete the measure, but only 40 participants succeeded in completing both pretest and posttest measures entirely. There were 25 treatment group participants and 15 control group participants. Participants in the treatment group studied abroad in a country outside of the U.S. anywhere from four to 10 weeks. Countries visited include China, Italy, Korea, Spain, Taiwan, and the United Kingdom. Students participated in language and cultural immersion programs and discipline specific programs (e.g. Business in China). Race, ethnicity, socio-economic status, immigration-accultura-

tion level, gender, religious beliefs, or area of study were not controlled.

Measures. Participants first completed a demographic form including information such as age, sex, race, religious/spiritual affiliation, educational institution, previous international travel experience, area of study, year in college, experience as a minority, and experiences in interrelationships.

Unconditional acceptance of self and others was measured using the Self Identity Inventory (SII). The SII was constructed by Sevig, Highlen, & Adams (2000) based on the Optimal Theory Applied to Identity Development (OTAID) created by Myers, Speight, Highlen, Cox, Reynolds, Adams, & Hanley (1991). The OTAID is a holistic, multicultural theory of identity development which posits that identity is developed through a continual interaction between self and environment. The SII consists of six subscales measuring the non-linear stages of the OTAID: 1) Individuation, 2) Dissonance, 3) Immersion, 4) Internalization, 5) Integration, and 6) Transformation. Subscales 1-4 measure conditional acceptance of self and others, and subscales 5-6 measure unconditional acceptance of self and others. Internal reliability for this study was established for each scale and yielded Cronbach’s alphas ranging from .70 - .89. Similar coefficients were found in other studies (Chaichanasakul, 2008; Sevig, Highlen, & Adams, 2000).

Data Analysis and Results

Cross tabulations were performed to examine pretest equivalency. Results showed that participants in the treatment group scored higher in unconditional acceptance than participants in the control group at pretest. Participants in the treatment group also reported more experience with exogamous relationships than participants in the control group. This suggests a difference between treatment and control group at pretest. One way analysis of variance (ANOVA) was performed to determine whether there was a statistically significant difference in acceptance scores between the treatment and control groups at pretest and

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posttest. Results showed no statistical significance between the two groups at posttest ($p = .58$). Paired sample *t*-tests were performed to examine difference within groups at posttest. The results showed no significant difference within the treatment group at posttest ($p = .33$). However, a significant difference was found within the control group at posttest ($p < .05$).

Discussion

The absence of statistical significance in the treatment group scores suggest that the difference in acceptance levels at pretest may have prevented the treatment group participants from further increasing their acceptance scores at posttest. The statistical significance in the control group suggests that it is possible that other events experienced in the U.S. may have increased participants' acceptance scores. For instance, during the time of the posttest data collection, the U.S. was in the process of electing its first bi-racial president. It is quite possible that the elections marked a significant change occurring in the U.S. that could explain the performance of the control group. The significant difference in the control group can also potentially be explained by the Compensatory Rivalry Effect.

Qualitative Methods

Participants. Five participants volunteered to be interviewed for the qualitative part of the study. Four of the five participants attended a four year university in Southern California, and one participant attended a two year university in Southern California. Interviewees either studied abroad in the United Kingdom or Spain. Interviewees included two males and three females, ages 17-20, and 44. Examples of questions asked include: 1) What stood out to you the most in your entire study abroad experience? 2) How did that experience change your experience of yourself and others?

Data Analysis and Results

The data was collected in neutral locations on the college campuses. Interviews averaged one hour in length. All interviews were video and audio recorded and transcribed verbatim. The transcripts were reviewed and coded by meaning units. The meaning units were reviewed for emergent themes. The themes reaching saturation in the interviews were 1) Identity Negotiation and 2) Increased Acceptance, Awareness, and Empathy.

Identity Negotiation. The interviews yielded qualitative data suggesting that participants identified differently after being abroad. The researcher used Swann, Milton and Polzer's (2000) theory of Identity Negotiation to orient the qualitative data. Identity Negotiation poses that when individuals interact with difference, they will chose to either support their original self images, or modify them. Turner's (1987) categories of identity were used to distinguish between the types of identity that were being supported or modified. Turner (1987) identified three types of identity: 1) human (recognition of connection to all human beings), 2) personal (character or personality traits which make us unique individuals), and 3) social (views of ourselves shared with members of our ingroup).

The data showed that participants supported their original self identity with both personal and social identity, but only modified personal identity. For instance, when a student confronted the difference in the cultural acceptance of drinking alcohol socially with professors in the United Kingdom, versus the American culture where it is generally viewed as less socially acceptable, the student maintained her social identity by upholding her Asian ethnic values of having more serious interactions with those in hierarchical positions. The student maintained both her Asian and American values and attributed her position to the "Chinese tradition of respect." An example of a modification of personal identity occurred when a student decided to change her major after her study abroad experience in Spain. The student's experiences were so influential that she felt "a tiny, tiny part" of her is Spanish. For example, the student stated that the Spanish were much more affectionate and lived at a slower pace. Upon return to the U.S., the student expanded her personal identity to include more affection in her relationships, attempted to change her lifestyle, and became so interested in different cultures and people that she was considering changing her major from English to an area offering more opportunity to study culture and diversity.

Increased Acceptance, Awareness, and Empathy. Interviewees shared that their experiences abroad made them curious about differences in people, and inspired them to be more friendly to people. Students stated that prior to studying abroad they would feel "annoyed" or "impatient" when approached by strangers, especially tourists. After their experiences abroad, participants reported greater empathy for tourists and stated that many

locals abroad were engaging and helpful that they wanted to reciprocate that for others. Interviewees expressed a strong desire to be "kinder" to people. Two students reported increased awareness to unconscious stereotypes they had of those who are different. Their interactions with difference opened up new perspectives and allowed for acceptance of difference.

Discussion

The themes emerging from the qualitative data suggests that participants studying abroad encounter opportunities to increase empathy, acceptance, and awareness by experiencing vulnerability brought about by being out of their comfort zone. Being vulnerable provoked self reflection that normally would not occur in their home country. The discrepancy between the significance levels of the quantitative and qualitative data also suggests that concepts such as acceptance of self and others may not be accurately measured quantitatively.

Limitations. There were several limitations to the study. First, there was no random assignment of students to the experimental and control group as it is not ethically or practically possible to assign students to undergo the study abroad experience. There were many confounding variables that were not controlled, such as socio-economic status, race, ethnicity, religious beliefs, sexual orientation, area of study, or personality characteristics. Second, there was a high attrition rate. Twenty-five participants did not take the posttest measure. Third, participants may have become test-wise after the taking the pretest measure. Fourth, the sample size was very small which suggests likelihood of sampling error. Fifth, the results can only be generalized to the college student population in Southern California. Sixth, it may be more effective to select questionnaires that measure empathy, awareness, and acceptance exclusively. Lastly, a significant limitation was discovered after data collection that 13 out of the 25 treatment group participants were still abroad at time of posttest. It is possible that scores may have differed if all participants took the posttest measure upon returning to the U.S.

Suggestions for Future Research. Future research would benefit by performing a longitudinal study to examine long term effects of the study abroad experience. A social desirability scale can be included in the quantitative measures to assess whether participants responded in a manner which put them in a favorable light. Employing a larger sample size

proportionate to the population used for the study would decrease likelihood of a sampling error. Recruiting treatment subjects who participate in the same study abroad program for the same length of time would control for the effects of extraneous variables. Using questionnaires solely measuring constructs of interest may yield more accurate quantitative results.

Conclusion

Peacemaking, peacekeeping, and peace building have often referred to macro level interactions between nation governments. However, examining peace at the micro level between individuals also has import. Developing peaceful relationships on a smaller scale isomorphically serves its purpose in generating a positive global environment. Study abroad has its utility in nurturing peace by providing opportunities for individuals to become more aware, empathic, compassionate, and accepting of those who are different from our comfort zone.

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An Emotional Construal of War

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Humans are not necessarily rational creatures. Visceral emotions like anger have the ability to sway behavioral intentions. Cheung-Blunden and Blunden (Aggressive Behavior, 2008) is an attempt to use visceral factors to explain the public support for the wars in Iraq and Afghanistan. In a series of four studies, conducted over a period of a year and half after 9/11, more than 500 participants reported their emotions after viewing photographs of the damaged World Trade Center. Results showed that people who were angry tended to rally behind the idea of armed aggression. Anger dispels the illusion that the public support for war is a result of cool deliberation.

Cheung-Blunden and Blunden (Peace and Conflict, 2008) compared the effects of fear with anger. Results showed that fearful individuals were more concerned about avoiding public places. While President Bush was accused of relying on fear tactics to garner public support for his military campaign in the Middle East, this paper showed that fear is not necessarily the political linchpin that it may seem.

The current analysis on the dataset focuses on personality factors, such as individualism-collectivism. Individualistic participants rallied behind the military campaigns, and this effect was mediated by their higher confidence in American military power. Although collectivism did not yield any significant results, a proposal by Markus and Kitayama was used to investigate empathy instead of collectivism. Empathy turned out to be a double edged sword. On the one hand, empathic people found 9/11 highly relevant to their own well-being, which in turn made them angrier and voiced greater support for war. On the other hand, they engaged in more self-blame about the ineptitude of American foreign policy in the Middle East, which in turn lowered their support for war.

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The Humanitarian-Military Conflict in Psychology

Jean Maria Arrigo

The Humanitarian-Military Conflict in psychology arises from such questions as whether there is one moral community or two (friends versus enemies) and whether persons are regarded first as ends in themselves or first as organizational role players. Irregular warfare heightens the conflict by driving the exchange of psychological expertise for military funding and career opportunities. Ethical Standard 1.02 of the 2002 Ethics Code of the APA facilitated this exchange by granting dispensations from the Code in cases of disagreement between the Code and "law, regulations, or other governing legal authority."

Under the Uniform Code of Military Justice, a military commander represents the governing legal authority to subordinates (Ray Bennett, personal communication, December 30, 2009). Thus the Ethics Code defers to military command. APA is poised to approve in February 2010 a policy stating, "Standard 1.02 may never be used to justify or defend violating human rights in the context of consulting to an interrogation or otherwise" (without anchoring human rights in international law). Interrogation is not the only issue though. As corollaries to 1.02, Sections 3.10 and 8.07 of the 2002 Ethics Code permit psychologists under governing legal authority

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Humanitarian-Military Conflict,
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to assess, counsel, treat, and conduct research on subjects who have not given voluntary, informed consent.

Key institutional features of the military (hierarchy, secrecy, urgency of mission, etc.) tend to undermine the traditional methods of accountability in psychology. Capitulation of the APA Ethics Code to legal governing authority opens a path to worst practices in psychology and to corruption of command authority in the military. Numerous historical and contemporary case histories make this point. For example, a military lawyer who opposed torture interrogation under the Bush Administration was ousted through an unfavorable, “remote diagnosis” by a military psychologist who declined to meet with the lawyer. Imported without its methods of accountability, psychology can do more harm to the military than to the enemy, as the debacle over psychological torture of terrorist suspects has demonstrated.

Drawing from the chaplaincy-military relationship and other sources, I make four recommendations towards a solution to the Humanitarian–Military Conflict in psychology:

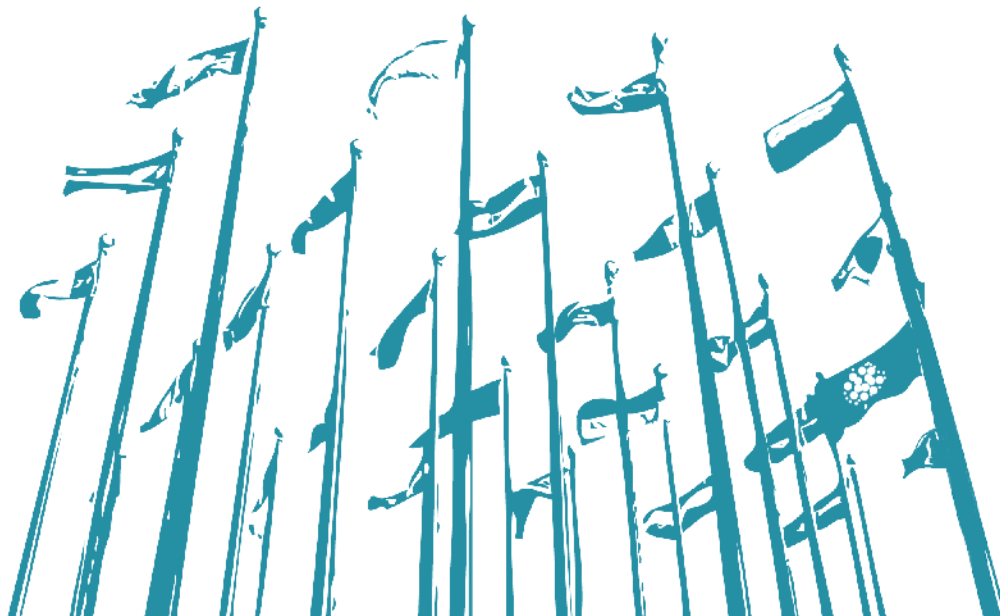
1. The APA and state credentialing boards maintain strong, traditional ethical codes, adhering to the rule of voluntary, informed consent for psychological interventions.
2. Licensed clinical psychologists who serve in the security sector engage only with U.S. personnel and allies, not with the enemy (except in an emergency assistive role).
3. Institute a technical chain of command for health professionals and behavioral scientists in the military.
4. Security-sector application—or development of—psychological expertise that does not meet scientific and traditional ethical standards in psychology is conducted only by designated security-sector personnel without clinical licenses and without concurrent employment as psychologists in civil positions

of social trust, as in academia, research institutes, and clinical practices.

These four recommendations do not remove any use of psychological expertise from applications the military deems critical to its mission (although they limit the purveyors of that expertise). Rather, the recommendations curtail the temptations of (a) commanders ordering psychologists to act contrary to psychological ethics and epistemic methods and (b) psychologists seeking command support for programs and actions that do not meet ethical and epistemic standards of professional psychology. The recommendations also work towards the impartiality and international scope of psychology, the efficacy of ethical and epistemic standards, and preservation of the public trust.

This synopsis is based on a talk given at the National Society for Military Ethics, University of San Diego, January 26-29, 2010.

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Putting Psychology into Peace Psychology

William McConochie

I recently attended a convention in Boulder, at the University of Colorado, on Islam and the Media, where I gave a paper on the psychology of human religious beliefs based on my research. On the way, I finished reading *Three Cups of Tea* by Greg Mortenson, about building schools for poor communities in Pakistan and Afghanistan, and a recent newsletter from the U.S. Peace Institute in Washington, D.C.

The Peace Institute newsletter included a description of all the courses they teach. I was puzzled that none of them appeared to be on the psychology of war. The emphasis was on conflict resolution, as by mediating discussions between representatives of conflicting foreign groups. There are peace studies programs to which Rotary International sponsors about students for masters degrees per year. Their curriculum also includes not one class on the psychology of war.

I spoke with David Smith, director of the Peace Institute, at a Portland peace conference a couple of years ago, showing him my scale for measuring the warmongering-proneness of political leaders and historical figures. He said their institute couldn't look at the warmongering-proneness of G. W. Bush or any other American leaders because their charter limits their focus to foreign national activities.

Greg Mortenson bemoans the failure of the U.S. Government to keep its promise a decade ago to the Afghanistan people to provide infrastructure funds. He demonstrates how grateful the local people are for the schools he builds with donations from U.S. citizens who hear his talks when he periodically returns to the states. Greg thinks education is the key to peace in the Middle East. However, he also reports on the Taliban's use of Arab funding to build schools in Pakistan and Afghanistan in which young boys are trained specifically to become terrorists. This too is education. So, in my opinion, who does the educating and to what ends is of critical importance in measuring its impact on conflict.

When I returned, I ran a correlation on over 300 adults between years of general education and endorsement of warmongering. When controlling for age and gender, the correlation is virtually zero (-.09).

I'm not the only researcher studying psychological traits related to peace and war, but my studies provide a rather rich example of the robust relationship between warmongering endorsement and dozens of other psychological traits or measures. If general education does not correlate with endorsement of warmongering, then it would seem important to guide one's understanding of war and its psychological roots with awareness of these correlations. Consider the following correlations with endorsement of warmongering:

Fundamentalist religious beliefs (.60**), violence-proneness (.67**), Social disenfranchisement (.70**), Anarchy endorsement (.46**), Military dictatorship endorsement (.57**), Tribal democracy (special interest group democracy) endorsement (.37**), Right Wing Authoritarianism (.59**), Social Dominance Orientation (.46**), Anti-Muslim attitudes (.80**), Fear of terrorism (.54**), Fear of foreigners (.39*), Fear of heights (.60**), Human Rights Endorsement (-.51**), Kindly Religious Beliefs (-.51**), Ecology Concerns (-.60**), Positive Foreign Policy Endorsement (-.74**), Sustainability Endorsement (-.69**), and Big Five Agreeableness (-.34**). The correlations between traits such as religious beliefs and authoritarianism on the one hand and education on the other are virtually zero. Thus, it would seem that general education is unlikely to convert a fundamentalist religious believer to a kindly religious orientation, or one who believes in authoritarianism to some other orientation.

Accordingly, much in human nature that underlies warmongering seems beyond the reach of general education. In addition, consider that most Germans were relatively well-educated in the 1930's. This did not prevent Hitler from getting control of their nation and even capitalizing on their education to build sophisticated military weapons, even rockets of novel and effective design, and to conduct sophisticated propaganda campaigns to manage public opinion in the service of warmongering.

If general education per se cannot be expected to change psychological traits that drive warmongering, then how can our teaching be focused?

There are many benefits of studying the psychology of warmongering. For example, my studies also show that only about 20 percent of Americans endorse our current form of democracy, special interest group democracy, defined in my questionnaires as government that serves citizens as members of special interest groups. This is the sort of democracy we have in the United States, with wealthy special interest groups controlling congressional decisions via lobbyist money.

In encouraging contrast, 90 percent of Americans endorse the concept of public democracy, defined as government that serves citizens as members of the community overall, rather than as members of special interest groups. My studies of frequency data for how many persons hold the various psychological attitudes and traits, shows a 13 to 1 advantage of "good guys" to "bad guys."

The implication of this data is that the way to peace may be to empower the majority of citizens politically, as via a political party funded only by party member dues and whose platform is defined primarily by the results of periodic, sophisticated polls of the general public and party members. Can we teach university students how to create such a political party?

Many newspapers are in financial trouble. If they conducted more polls of the sort that would dovetail with this sort of new political party, they would probably increase their readership. They could then attract more advertising dollars and stay in business. They could afford to have good independent reporters doing good (and expensive) investigative reporting to keep the public well-informed, which is essential to the health of open democracies.

What I offer above is food for thought. While my ideas may necessitate an adjustment of some of your assumptions about the role of education in promoting peace, I hope you can see the rationale for grounding teaching efforts in empirical data. I do my research over the internet, via my website. If you'd like to collaborate, I'd love to hear from you.

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ABDUL GHAFFAR KHAN:

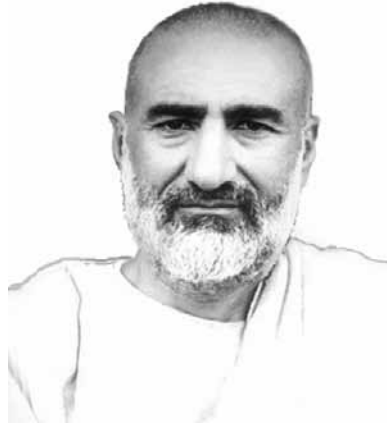
Advocate of Nonviolence Among the Muslim Pashtuns

Daniel M. Mayton II
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Swat and Feshawar Pakistan and the surrounding valleys are historically renowned for their rugged terrain and independent and religious people with a reputation as tenacious fighters. At the present time the Taliban have been engaged in intense fighting in northwestern Pakistan and many across the globe mistakenly think it is inevitable for tribal fighting to define this section of the world. As violence currently rages in this region, it is hard to imagine that 80 years ago one man, armed with the principles of nonviolence, stood with his fellow countrymen against an occupying army to gain his country's independence.

Nestled between the Swat Valley in the north and Waziristan in the south is the city of Utmanzai, the birthplace of Abdul Ghaffar Khan. Ghaffar Khan was a devout Muslim who used the wisdom of Islam to convince other Muslims to put aside their cultural tradition of *badal*, the use of killing for blood revenge to maintain their honor and formed an army of nonviolent Muslim soldiers. Yes, NONVIOLENT SOLDIERS! How did this Pashtun man organize a nonviolent army, what did they accomplish, and what might we learn from his actions?

Ghaffar Khan, a contemporary of Mohandas Gandhi, was born and lived much of his life in British-ruled India. After many efforts (many of which were violent) to empower the people in his region were thwarted, Khan created the Khudai Khidmatgars in 1929. It may well have been the first professional nonviolent army in the history of the world. Many of the members had bravely fought against the British soldiers and displayed their courage on the battlefield. However, their new commander required they now take an oath in which they promised to serve humanity in the name of Allah, to live a virtuous life with good behavior, and to refrain from violence and their traditional methods of revenge taking. By 1930 hundreds of Pashtuns had taken the oath and donned the uniform of the distinctive brick-red tunic. These men underwent rigorous training similar in most ways to that



of military men to develop the discipline and restraint needed to maintain nonviolent behavior when provoked.

The Khudai Khidmatgars, initially, worked as a social movement to improve education in the region, but when British tyranny re-occurred, the red-shirted "servants of God" began marching and demonstrating to end the oppression. On several occasions the British soldiers fired their rifles into the unarmed nonviolent demonstrators, riddling bodies with many bullets, only to see another in red-tunic stand to fill his fallen comrade's place. One newspaper of the day referred to one such demonstration where a six-hour response by the British resulted in piles of bodies so large that enough ambulances could not be found to remove them. Yet, just like Gandhi's nonviolent actions in other parts of India, Ghaffar Khan's "servants of God" changed public opinion and won important concessions from the British. Their cause was filled with violent retaliation from the British and took a decade and a half to achieve independence for the region. It served to provide a serious alternative to violence that had been a Pashtun tradition for centuries.

Abdul Ghaffar Khan's followers called him Badshah Khan or "King of the Khans." While the efforts of Badshah Khan and his nonviolent soldiers were important in attaining the independence of Pakistan in 1947, once realized, he worked for more autonomy for the northwest frontier and for more rights for

women. As was the case previously, he based his work on deep and compassionate beliefs in Islam and its strong traditions consistent with equality and justice. Unfortunately, for his continued efforts he was viewed as a threat to the new government in Islamabad and spent over two thirds of the first thirty years of his country's independence in prison or exile.

Badshah Khan taught us that it is not inevitable that violence be the only method used to solve problems in some parts of the world that are currently embroiled in turmoil. He showed that people who have a cultural tradition of revenge and violence are very capable of using nonviolent means to achieve their goals against outside occupiers using Islamic beliefs as an important means for change.

However, Khan was not able to use these same nonviolent means to work within the Islamic state of Pakistan to effect change in the way that Martin Luther King Jr. did in the United States. The real challenge today is to use the nonviolent rationale and processes of Khan within countries with a primarily Muslim citizenry to champion social justice and women rights while reducing the negative effects of extremism. It is now time for another Muslim to mobilize his/her fellow citizens to reduce the culture of violence using the teachings and wisdom of the Koran that are consistent with nonviolence. Badshah Khan showed the way is possible and a new Badshah for the 21st century needs to emerge.

Suggested Reading

Easwaran, E. (1984). *A man to match his mountains: Badshah Khan, nonviolent soldier of Islam*. Peteluma, CA: Nilgiri Press.

Daniel M. Mayton II can be contacted at dmayton@lsc.edu.

MEMBER NEWS

Steve Handwerker has been invited to participate as part of an Advisory Team for an International Green Conference to be held in Hawaii. He will serve as liaison to professional organizations and associations as well as serve as advisor for the grass roots efforts engaged by the participating societies. These efforts are directed to provide for Green Technology interventions to rebuild devastated societies such as Haiti as well as places in the U.S. that are at crisis levels for citizen survival. Steve is looking forward to Div. 48 member input for strategies and help in regard to these interventions. Please contact Steve Handwerker at peacewk@peacewk.org or 561-447-6700.

John E. LaMuth has released his new book entitled *Challenges to World Peace—A Global Solution*. According to Dr. LaMuth, this newly devised master hierarchy of traditional virtues and values is formally based upon behavioral principles, wherein the moral commonalities across all religious traditions are emphasized encouraging a new era in religious cooperation. This new ethical system eminently qualifies as the long anticipated foundation for a global system of planetary ethics serving a secular constituency, where such moral issues have typically been downplayed due to well-meaning attempts to avoid religious favoritism. This same system further serves as a crucial adjunct to the major religions of the world without favoring any one of them, promoting a new era in peaceful religious coexistence in that it does not preclude the existence of a top-down pattern of influence of a supernatural nature as well. Consequently, this new ethical innovation potentially amounts to the best of all possible worlds: promoting an ethical revival in the secular world, as well as the potential for an even greater degree of spiritual cooperation and religious tolerance across all of the established religions of the world.

Judy Kuriansky made several presentations about her psychological first aide work in Haiti post-earthquake, including at the National Press Club in Washington D.C. on a panel about “Haiti: Past Present and Future” with the Haiti Ambassador to the U.S. Raymond Joseph, on March 25, 2010, and in a presentation on “Mobilizing Humanitarian Aide: examples of models and methods” at Third Annual Psychology Day at the United Nations, New York, February 4, 2010. She was also on a panel about “The Critical Role of Women in the Attainment of the MDGs” with Voices of African Mothers, at the 54th UN Commission on the Status of Women, UN headquarters, New York, March 5, 2010.

Judy Kuriansky was honored as a “Global Citizenship Awardee for Leadership In Helping Humanity” at a fundraiser for Orphans International Worldwide in February, 2010. She was also personally presented with an award by the President of the Dominican Republic, Dr. Leonel Fernández Reyna, who is also Honorary President of UN-ADR (United Nations Association the Dominican Republic). The award to Dr. Judy was for “her support and dedication to UN-ADR and FUNGLODE youth initiatives.” UN-ADR executive director Pilar Sandoval invited Dr. Kuriansky to serve as the Communication Committee Advisor. Dr. Kuriansky recruited and supervised 30 students from the United States who covered the conference alongside a team of Spanish-speaking students under the supervisor of UN-ADR International Projects manager Email Chireno.

Marc Pilisuk and Jennifer A. Rountree report that Steve Wright’s review of their book entitled *Who Benefits from Global Violence and War* appears in the current issue of *Peace and Conflict*. The book “...tears away the mask of the corporate global protection rackets, which necessitate the symptomatic patterns of high-tech killing and intimidat-

tion that form our daily news feeds.... The authoritative study deconstructs the processes responsible for (a) the extraordinary capacity of modern war systems to destroy; (b) industrializing the capacity to remove empathy from others to facilitate their destruction; (c) the amoral activities of trans-national companies and associated standard operating procedures; (d) the creation of networks of power elites which increase both actual and structural violence; and (e) the gatekeeping of economic, natural, and military resources which in effect maintains the status quo.” The book is currently available at a discounted rate from the publisher only at this website: <http://www.abc-clio.com/products/overview.aspx?productid=113496>

Milton Schwebel has written an article entitled “Jack London: A Case Study of Moral Creativity,” which appeared in the *Creativity Research Journal* (21, 4, 2009). It is the most recent in a series of articles he has written on the topic of moral creativity, the first having appeared in the same journal in 1993. Milton Schwebel defines moral creativity as the use of one’s talent on behalf of humankind, as illustrated in the recent article by the life of Jack London who, even by his own admission, could have lived a life of greed and crime, yet chose to write stories that empathize with the underdog, whether animal or human, and who authored *The Iron Heel*, a pro-worker novel that in 1908 anticipated the rise and character of fascism. Milton has also applied the term to celebrated scientists like Einstein and Pauling and the philosopher/mathematician Bertrand Russell, all devoted to peace in a nuclear age. The questions he has been addressing are the following: What leads people, whether renowned or not, to apply their talents to peace and social justice? What leads them, sometimes at personal cost, to redirect their creativity to the most pressing of human problems?



Division 48 APA Council Representatives Spring 2010 Report

Albert Valencia & Judith Van Hoorn

ETHICS CODE AMENDED

We begin this Council Report with the very long-awaited news that Council voted almost unanimously to amend the Ethical Standards 1.02 and 1.03. The vote was Yes: 149; No: 3; and Abstain: 2. This is the first time that Council amended the Ethics Code apart from an official revision cycle.

Since 2005 we have represented the Division in work to revise the Code. In 2008, we began working with an informal coalition of Council Representatives to generate broad Council support for amending the Code. We spent thousands of hours drafting resolutions and motions as well as suggestions for how the changes might be accomplished; communicating with hundreds of people with differing and often passionate viewpoints, including our own division members, Council Representatives, the Board of Directors, and members of the Ethics Committee. This group of Council Representatives worked with the Ethics Committee to encourage public posting of a wide range of relevant information and create opportunities for wide-ranging public comment. This has been a challenging and often discouraging process that was successful in part because our informal coalition was recognized by Council as representing diverse constituencies with different viewpoints on many issues, yet we remained, throughout two years, in full agreement to continue to work together to amend the Code so that Ethical Standard 1.02 “could never be interpreted to justify or as a defense for violating basic human rights.”

In addition to Division 48 Representatives Judy Van Hoorn and Corann Okorodudu, the group included COR Representatives Allen Omoto (9: SPISSI); Bill Strickland (19: Military Psychology); Laurie Wagner; (39: Psychotherapy); Beth Wiggins (41: Law and Society); Martha Banks (45: Ethnic Minority Issues); and Jennifer Kelly (Georgia; currently a member of the Board of Directors). We will work with members of this group to write a more comprehensive, joint review of

the complex historical process (2005 – 2010) that culminated this historic action.

The changes to Ethical Standard 1.02 and 1.03 as well as the Introduction and Applicability section are printed below in their entirety as they appear in the official draft minutes of the February 2010 Council meeting. The changes become effective in June 2010. [Deletions are bracketed.] Additions are underlined.

Council voted to approve the following amendments to the Ethical Principles of Psychologists and Code of Conduct (2002):

1. From the Introduction & Applicability section:

If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner [If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority] in keeping with basic principles of human rights.

2. From Ethical Standard 1.02: Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. [If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.] Under no circumstances may this standard be used to justify or defend violating human rights.

3. From Ethical Standard 1.03: Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they

are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and [to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.] take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

ADDITIONAL COUNCIL ACTIONS OF INTEREST

Council Votes to Move the Council Meeting from the Manchester Hyatt to another Venue

Division 48 is one of 12 divisions that wrote official letters that led to this outcome. After a vote to officially place this new item on the Agenda, Council then voted that the location of the Convention Council meeting be moved. (Vote: Yes: 146; No: 10; Abstain: 7).

The informative and passionate discussion included more than 20 speakers who spoke in favor of changing the meeting location. More would have spoken had not discussion time been shortened in recognition that there were few voices of dissent. COR Representatives, who spoke on behalf of their divisions that had sent letters to the Board of Directors, included Divisions 44, 9, 27, 45, 46, 48 (Albert Valencia), and 56. SPTA Representatives spoke in favor of a change (including a strong statement from the Representative from California), as did several delegates from the ethnic minority psychological associations.

In addition to addressing a change of venue, many Council Representatives expressed dismay that the APA contract did not adequately address cancellation issues that had arisen and, apparently, would result in a loss of about \$1 million. In response, several Representatives drafted and submitted a new business item which we have co-sponsored: APA Convention and Meeting Facility Contract Procedures and Cancellation Clause.

APA's Official Strategic Plan: Council Adopts Core Value Statement That Includes "Social Justice, Diversity, and Inclusion"

In recent years, Council Representatives have spent considerable work on the APA's first Strategic Plan. At the last meeting we drafted a statement of APA core values and have discussed this on the COR listserv at length.

Many of us worked to assure that social justice be explicitly named as a core value of the profession and the Association. This represents important progress to make a social justice orientation central to APA's Strategic Plan. There was rather long discussion about the wording of this core value and whether diversity and inclusion needed to be explicitly included. Though questions were raised, such as whether social justice includes diversity and inclusion or whether diversity differs from inclusion, it was evident from the discussion at the Council as well as on the listserv that Council and the Board agreed that "social justice" should definitely be identified as a key value. Council voted to approve the following core values statement as part of APA's Strategic Plan:

The American Psychological Association commits to its vision through a mission based upon the following values:

- | *Continual Pursuit of Excellence*
- | *Knowledge and Its Application Based Upon Methods of Science*
- | *Outstanding Service to Its Members and to Society*
- | *Social Justice, Diversity, and Inclusion*
- | *Ethical Action in All that We Do*

The action to include "social justice, diversity, and inclusion" as one of five core value has more than symbolic importance. It is an official, written commitment that will shape the Strategic Plan and future policy. For example, it provides a context and rationale for how decisions are made about policies and procedures, hiring practices, budget decisions, membership on Boards, Committees, and task forces.

Other Actions

■ Council of Representatives adopted as APA policy a revised Model Act for State Licensure of Psychologists. (See APA website.) The Model Act advocates that the title "psy-

chologist" remains restricted to those with a doctoral degree, with one exception. The main motion was amended on the floor after considerable discussion and comments from Division 16 Representatives (School Psychology) who argued persuasively of the need to retain the title of psychologist for school psychologists: "Nothing in this Act shall be construed to prevent relevant state education authority from certifying individuals to provide services in the area of school psychology in those settings that are under the purview of the state education agency. Such individuals shall be restricted in their practice and the use of the title so conferred to employment and the use of their title within those settings. This does not limit the activities of doctoral level licensed psychologists."

■ Reauthorized APA's public education campaign with the direction that it be consistent with the Strategic Plan (i.e., including the value "social justice, diversity, and inclusion.")

■ In other action of interest to Division members, Council received the Final Report of the Task Force on Psychology's Contribution to End Homelessness. See APA website for this Report which emphasizes the critical importance of addressing psychosocial factors associated with homelessness.

Official Reports to Council

APA President's Report

Following the custom of other presidents, President Goodheart presented an overview of her initiatives for this year. They included: advancing practice; collaborative leadership; and a presidential task force that will focus on the widespread need to provide needed support for caregivers of the elderly. She continued with an overview of 2010 Convention highlights that include:

- Full access for attendees with disabilities;
- A "Kids Camp" for children of attendees to be held at the San Diego science museum;
- Programming planned to inform attendees and the San Diego community on LGBT issues, particularly marriage rights, and plans for PR about LGBT issues.

■ AIDS Community Day with in collaboration with the National Institute of Mental Health.

In an important departure from previous meetings, Dr. Goodheart explained that she took the initiative to change Council procedure so that, for the first time, the delegates from the four ethnic minority psychological associations can speak to Council without a prior request as needed in previous meetings. (Division 48 Representatives continue their efforts on behalf of creating seats for the associations. Unfortunately, recent membership votes to change the APA By-Laws and create these four seats failed twice.)

CEO Report: Dr. Norman Anderson

■ **APA Budget:** In 2009, APA's major deficit resulted in major cutbacks, including reductions of needed positions and consequent lay-off of talented and hard-working staff. Due to strong initial sales of the 6th Edition of the APA Publication Manual, the overall 2009 APA budget now shows a significant surplus and APA will not face a 2010 deficit if various cuts enacted last year are maintained. (Note: Unfortunately, across-the-board cuts impact many programs that Division 48 and the other Divisions for Social Justice have worked to initiate and maintain.)

■ **Health Care Reform:** APA has been very engaged and at this time appears very effective in efforts to promote mental health provisions in the bills in both the House and the Senate. A major focus of these efforts is to address health disparities.

■ **APA Website:** The new site is up and running. Members and the public are using the site more and reporting it more user friendly. For example, as of the February meeting, there have been 1.5 million visits; 1300 searches per hour; and 5.6 million pages viewed.

Please contact either one of us for additional information. After the vote to accept the Minutes at the next Council meeting, the Minutes are available on-line or from your Council Representatives.

Albert Valencia can be contacted at albertv@csufresno.edu.

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



Peace and Spirituality Working Group Report

Steve Handwerker

The Working Group for Peace and Spirituality begins its fourteenth year and continues to engage and expand its project venues, research endeavors and community work, locally, nationally and internationally. We are very pleased with the evolving efforts and intentions that have contributed to making this Working Group in Peace Psychology a viable reality in peace psychology. We continue to experience a wide variety of inputs/peacebuilding projects comprising 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.

Some of the broad ranges of interests that have been part of this Group's activities include the publication of articles by members of the working group included within the edited volumes (by Samuel Natale) of Oxford University Publications 2005, 2006, 2007 and 2008 and 2009. There is an upcoming publication of a book with contributions from various members (and professionals outside 48) through Amazon.com publications and an electronic version through Google. It is a series of essays and articles and is titled "Visions in Conflict Volume II." This will be coming out 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: 1) research in relation to resiliency (and the prevention of burnout); 2) the establishment and replication of cross validated, multicultural Peace and Spirituality measures; and 3) the generation of CO programs at APA Conferences along with the beginning and development of a C.O. website. Members of this Task Force have also regularly participated in the APA Midwinter Conferences (the previous 4 years) at Loyola University. Over the previous 14 years, over 70 programs have been

generated for APA conventions and Midwinter conferences that have addressed values that promote peace and humanitarian values. At this recent convention in Toronto the Task Force presented on the very timely theme: "Rejecting Psychologists Involvement in Torture: Some Possibilities and Challenges" which also was published in the last issue of the National Psychologist. These themes embrace the principles of nonviolence and the foundational value base of APA. Now a more recent focus on resiliency for peaceworkers takes a front seat in our concerns as does working to interface with an international committee for Green Technology interventions in devastated countries and areas such as Haiti.

The various tasks at the forefront of the Group's efforts continue to be: 1) Creating/participating in programs (at professional conferences); and 2) continual research and publication of information on promoting values that promote peace including a book on Building Interfaith Harmony. Another task involves continuing international research utilizing a Peace Inventory which explores the impact on values and their role in peacebuilding and coping with trauma. Resiliency for peaceworkers and prevention for burnout is a more recent focus. The applications of this inventory have continued to be very diverse and data collected from various parts of the world have yielded consistent and reliable findings! We continuously receive requests for permission to use this measure internationally and in a greatly expanded number of venues!

We have promoted the theme of the impact of values on peacebuilding. This theme involves interfaith topics and values research applications, including concern over recent issues involving psychologist ethics and torture or the significance of conscience in the participation in violence. Additional work is currently going on in relation to working 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 planning stages in this area of interfaith work and through the initiation of various members it is receiving top priority. The book of essays on Visions

in Conflict has recently been published and is available now on Amazon.com. 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 peacebuilding values! For any information regarding this Task Force please contact: Steve Handwerker, PO Box 880229, Boca Raton, FL 33488-0229. Thank you very much for all you do for peace.

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



Divisions for Social Justice (DSJ): Actions and Updates

Judy Van Hoorn:
DSJ Liaison from Division 48

Division 48 is a founding member of the Divisions for Social Justice. More than a decade ago, past president Hector Betancourt and I participated in forming this coalition of APA divisions at the First Multicultural Conference and Summit. Since then, DSJ has provided the structure for 11 participating divisions to continue work together throughout the year on a wide variety of peace and social justice issues and actions. (See list below.) DSJ now has a listserv to foster communication among the liaisons (appointed by their division's executive committee for three year terms), as well as to promote discussion among all division presidents and all Council Representatives. DSJ also has an open, moderated listserv to serve members of the divisions. Each year, DSJ liaisons meet to report on the work of the divisions, to plan Convention programs, and consider directions for coalition action, particularly how Council Representatives from DSJ divisions can work together on Council actions.

For the past eight years, DSJ has co-sponsored Convention programs on topics of interest to all members. The divisions rotate to contribute program hours to this mutual effort. The 2010 Convention will feature DSJ symposia on two timely topics:

- Immigration (coordinated by Albert Valencia, Div. 48)
- California, Prop 8, and LGBT issues (coordinated by Sari Dworkin, Div. 44)

In late spring and summer, information about these programs will be circulated to all members of DSJ divisions, including the membership of Division 48.

DSJ has been highly effective in working together on APA Council actions that the divisions support. DSJ Division Representatives discuss the Council Agenda prior to the Council meeting and have at least one gathering during each Council meeting. As a group, we have generated and supported each other's work on key Agenda Items during each Council meeting. Actions at the last Council meeting include the amendments to the Ethics Code (Movers included Council representatives from Division 9, 39, 45, and 48); the change of venue for the August Council meeting (from the Manchester Hyatt to another hotel).

DSJ divisions include:

- Division 9: Society for the Psychological Study of Social Issues (SPSSI)
- Division 17: Society of Counseling Psychology
- Division 27: Society for Community Research and Action
- Division 32: Society for Humanistic Psychology
- Division 35: Society for the Psychological Study of Women
- Division 39: Psychoanalysis
- Division 44: Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues
- Division 45: Society for the Psychological Study of Ethnic Minority Issues
- Division 48: Society for the Study of Peace, Conflict, and Violence
- Division 51: Society for the Psychological Study of Men and Masculinity
- Division 56: Trauma Psychology



Psychology of Religion & Spirituality: Linking with Division 36

Rachel MacNair

In its continuing quest for mutually beneficial interaction with other pertinent divisions of the American Psychological Association, Division 48 taps those of its members who are also members of other divisions to be liaisons. We have several, and would be eager to have more volunteers for this; anyone interested can contact our President, Joe de Rivera.

Division 36 holds its annual conference in the early spring at the University of Loyola in Columbia, Maryland; since the university hosts the conference without charge, the registration fees are very reasonable. Next year's conference will be there April 15-17. The director reacted positively to the idea of a symposium that relates aspects of peace psychology to aspects of the psychology of religion. The intersection can be quite fruitful and have many angles. Forgiveness and reconciliation are major aspects under both fields. Past papers offered by liaison Rachel MacNair at this conference include "The Psychology of Hell: Religious Implications of Killing as Trauma" and "Psychological Theories on the Effectiveness of Nonviolent Action and Strategies for Future Research." Anyone who would like to attend the conference and has a paper that would be suitable for a peace psychology symposium there, or perhaps for a jointly-sponsored symposium at APA in 2011, can contact Rachel MacNair.

Rachel MacNair can be contacted at drmacnair@hotmail.com.



The Dalai Lama Foundation and an Eleven-Part Exploration into Personal Peace

Gregory K. Sims
Personal Peace Committee Chair

The Dalai Lama Foundation is an international organization with its headquarters located in Redwood City, California. Its mission is the promotion of projects, activities and curricula in support of the Dalai Lama's mission of peace and ethics. The staff accepted this author's project to develop a program of theoretical explorations into the nature of

personal and interpersonal peace. We have attempted to maintain sufficient logic so as to demonstrate a potential for scientific support through existing and future research into its nature. Perhaps the most important focus has been to provide a usable self-help program for individuals wishing to further develop their capacities for personal and interpersonal peacefulness not only in behalf of themselves but for others as well. During the past year and a half Jim "Sky" Schuyler as CTO and Editor has been working with me to provide a forum for study and growth promoting education in the area. There have also been discussions concerning the possibility of establishing a link between their web site and that of Division 48.

The Dalai Lama Foundation carries this name with the support of His Holiness Tenzin Gyatso (The Sixteenth Dalai Lama). This organization is perhaps a near perfect fit for the presentation of this self-help program for the promotion of personal peace. The foundation is keenly aware of both the need for the academic development of a science of personal peace and also of the importance of personal peace in our efforts to bring about harmony in the lives of individuals and an abatement of direct and structural violence.

It is our intention to post the materials and to have an interactive discussion group focusing upon the areas of exploration. Hopefully it will become a regular part of the study and practice of many individuals and groups of individuals wishing to be more peaceful...for themselves and in service to others. Should anyone wish to participate in the program they may contact the Dalai Lama Foundation directly at: "info@dalailamafoundation.net" or "gregory@saber.net." In order to listen to the audio version of the explorations (the written materials will be available soon) go to: <http://learning.dalailamafoundation.org/pods/personalpeace>.

That will get you to the materials for the program. Listen to them and use them as you wish. A site for individual responses will be provided for those who wish to participate in the program.

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

ANNOUNCEMENTS

Peace Psychologist Protests Increase in Troops:

White House, December 12, 2009

Michael Knox, psychologist and specialist in Mental Health Law and Policy, made a stirring appeal to the Obama administration to end support of military solutions to the conflicts in Afghanistan and Iraq. His message was received by a diverse audience of representatives of peace organizations who united in the freezing cold of Lafayette Park to oppose increase in military force as a policy for conquest. Among the many speakers were Ralph Nader and Rep. Kucinich. Most agree it has resulted in the opposite: increase in insurgency and civilian suffering. Dr. Knox exhorted the administration to shift from military rhetoric and policies to those valuing peace, with respect for those who oppose the use of force. He has proposed a Peace Memorial on the Washington, D.C. Mall to help shift to a culture of peace. He also proposes a Registry for supporters of the change from an emphasis on domination through force to peaceful solutions. Dr. Knox was awarded the 2007 Anthony J. Marsella Prize for the Psychology of Peace and Social Justice by Psychologists for Social Responsibility.

For more information, contact www.USPeaceMemorial.org. The demonstration was reported to be the first protest since the troop increase recently announced.

AN OPPORTUNITY to be Involved in Pioneering Peace Psychology Ed Cairns University of Ulster

In the summer of 2009, I had the privilege of visiting Uganda in eastern Africa. In particular I visited the small town of Gulu in Northern Uganda. Gulu is an area that has had to endure two decades of war characterized by child abductions. To my surprise, I learned that Gulu has a University and also has a Peace Centre known as Institute of Peace and Strategic Studies (www.ipss-gulu.org/institute.html). Currently, the Institute offers a Master of Arts in Conflict Transformation and a Post-graduate Diploma in Peace and Conflict Studies and contributes to various Bachelors

programs across the university as well as conducting local research.

The bad news (from Division 48's perspectives) is that the Institute at present has no Peace Psychology input. The director (Professor Fabius Okumu-Alya) comes from a legal/peace and conflict studies background. However, in my discussion with him, he was very open to the idea of psychological input. As a first step, we agreed that I would do what I could to add some Peace Psychology texts to the Institute's library so that at the least students had the opportunity get some exposure to the field.

If you think you can help (either with books or in some other way), and have recent or standard Peace Psychology texts, could I ask you either to post them to the Institute in Gulu (e-mail me and I will supply the address) or post them to me and I will forward them. This is an opportunity I trust Division 48 will grasp to extend knowledge about Peace Psychology to virgin territory and also to encourage the director and students at the Gulu Peace Institute in their important work.

Ed Cairns can be contacted at e.cairns@ulster.ac.uk.

CALL FOR PROPOSALS: The Peace Psychology Book Series

Springer Science + Business Media
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Statement of Purpose

The scope of threats to human security well-being at the dawn of the 21st century is daunting. Terrorism, weapons of mass destruction, nuclear proliferation, failed states, ideological struggles, growing resource scarcities, disparities in wealth and health, globalizing trends, violations of human rights, and the continued use of force to advance state interests, are all complex problems.

During the past 20 years, peace psychology has emerged as an area of psychology with its own knowledge base, perspectives, concepts, and preferred methodologies. Peace psychology is now well positioned to develop theory that will enable us to more deeply understanding the major threats to human security, and practices that will help us address some of the most urgent and profound issues that bear on human well being and survival in the 21st century.

Books in the Series (as of January 2010)

- *Global Conflict Resolution through Positioning Analysis* by Moghaddam & Harre (2008)
- *Handbook on Building Cultures of Peace* by de Rivera (2009)
- *Liberation Psychology: Theory and Practice* by Montero & Sonn (2009)
- *Transforming Societies after Political Violence: Truth, Reconciliation, and Mental Health* by Hamber (2009)
- *Nonviolence and Peace Psychology* by Mayton (2009)
- *Forgiveness and Reconciliation: Psychological Pathways for Conflict Transformation and Peace Building* by Kalayjian and Paloutzian (2009)
- *Peace Psychology in Asia* by Montiel & Noor (2009)
- *Small Group Research: Applications to Peace Psychology and Conflict Resolution* by Blumberg, Hare, Kent, & Davies (in preparation)
- *Forging Peace Under Fire? Reconciliation-aimed Encounters Between Israeli-Jews and Palestinians* by Ifat Moaz (in preparation)
- *Citizens View on Governmental Aggression and Peace: Multinational Comparisons* (two volumes) by Kathie Malley-Morrison (in preparation).

For more information, please contact Dan Christie, Series Editor christie.1@osu.edu.

4th CICA-STR Annual Conference Cartagena, Columbia

The 4th CICA-STR Annual Conference will be held this year in Cartagena, Columbia, due south of Jamaica in the beautiful Caribbean Ocean! The conference, entitled *Aggression, Political Violence and Terrorism—An Interdisciplinary Approach for a Peaceful Society*, will take place at the International Convention Center Julio Cesar Turbay in Cartagena de Indias on November 18, 19 and 20, 2010. Please visit the following website for further details on submissions, location and hotels, and other information about the conference: <http://www.4thconferenceinternational.com/home>.

If you have any questions regarding the conference, please feel free to contact Dr. Tali Walters (STR Conference Co-Chair) at: tkwstr@gmail.com.



TOWARD A MORE SOCIALLY RESPONSIBLE PSYCHOLOGY

PsySR Conference: July 15-17th
Boston, Mass.

PsySR invites psychologists, other mental health professionals, researchers, teachers, students, and other activists to join Psychologists for Social Responsibility for their July 2010 Conference, "Toward a More Socially Responsible Psychology." In a relaxed, creative, and interactive environment, conference attendees will explore the mixed influences of psychology in both advancing and restraining the promotion of peace, social justice, human rights, and sustainability.

PsySR is anticipating a very special conference, one that will provide an unusual opportunity to learn together while building a stronger and broader community of PsySR members and others committed to shared social change work. Updated conference information will be posted on the PsySR website at www.psystr.org/conference2010.

2011 Rotary World Peace FELLOWSHIP APPLICATION

The Rotary Centers for International Studies in peace and conflict resolution program supports the mission of The Rotary Foundation to further world understanding and peace. The purpose of the Rotary Centers program is to: 1) Support and advance research, teaching, publication, and practical field experience on issues of peace, goodwill, causes of conflict, and world understanding; 2) Inspire people to work for a culture of peace and tolerance while enhancing their capacity, knowledge, and skill by generating interaction between practitioners and academics; 3) Provide advanced international education opportunities in the area of peace and conflict resolution; and 4) Provide a means for The Rotary Foundation and Rotarians to increase their effectiveness in promoting greater tolerance and cooperation among peoples, leading to world understanding and peace. Additional information can be found at: <http://www.rotary.org/en/StudentsAndYouth/EducationalPrograms/RotaryCentersForInternationalStudies/Pages/rifdefault.aspx>.

New DVD—Honoring Our Pioneers in Peace Psychology

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

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

If you are interested, please contact Julie Levitt, President-Elect of Division 48 via e-mail at julie.levitt@verizon.net.

Peace is a Gift for Women

by Phyllis E Pilisuk

Peace is a gift for every mother's child—
For a long life
Without fears of being killed,
With space for fun and laughter.
Peace is a gift for every mother—
Without fear of a husband or child being killed,
With joy for children coming home safely,
With flowers for joy and not for mourning.
Peace is a gift for every grandmother—
For grandchildren who will not go off to war,
For a life of choice and hope for the grandchildren,
For a planet with harmony and joy.

Phyllis E Pilisuk can be contacted at mpilisuk@saybrook.edu.

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Please Welcome the Following New Members

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

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

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Invite Friends to Join Division 48

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

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

Show your support for PEACE!
wear it.

peace is possible

think it. plan it. do it.

Order a "Peace is Possible" tee shirt or hat from Julie Levitt by e-mailing her at julie.levitt@verizon.net.

Donate \$10 (or more) to Division 48, and we will send you one of the items as a token of our appreciation.

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

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

CHANGED YOUR EMAIL ADDRESS?

Send your updated email address to Caitlin Mahoney at cmahoney@clarku.edu so that we can insure that you are receiving Society Announcement Messages! Announcements are sent out infrequently but include Voting and Convention information.