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The Peace Psychologist

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Photo by [Maria Teneva](#) on [Unsplash](#)

Reflecting on
The state of our world

Member News

Brad Bushman elected Division 48 Fellow, Small Grant Awards to fund to global research projects, Cheung wins Weiss award. See pages 7 and 8.

Peace & Conflict

Open access to the top 10 downloaded articles from our flagship journal, *Peace and Conflict*. See the list at the bottom of page 5.

Calls for Papers

Division 48's Program Chair, Gianina Pellegrini, is accepting abstracts for APA 2020. Peace Conference 2020 abstracts are also due soon. See pages 2 and 24.

Peace Studies

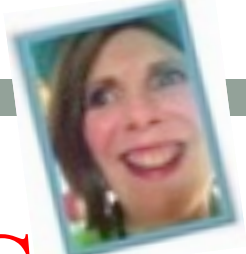
Saybrook University's peace studies program is featured on pages 16-17 in the scholarly work of Saybrook students, Molly Stillwell and Kelisa Underwood.

Student Spotlight

In this feature piece, Monisha Rios, shares a glimpse into her life as a peacemaker, touching on her US military recruitment as a poor child with Puerto Rican roots. See pages 10-

Advocacy | Action

Take action on one or more of these appeals to make a difference for peace—APA's Deep Poverty Initiative and Physicians for Human Rights' Syrian work on pages 22-24.



From the Editor: Building Teams for Peacemaking

Getting past the idea that we must know what something will “look like” before we invest in it may be the greatest challenge for peacemakers today.

Greetings, Division 48 members, fellows, and student affiliates of Division 48. We're tremendously excited to bring you this Fall/Winter 2019 issue of *The Peace Psychologist*. It's filled with thought-provoking pieces, news of members' accomplishments, and glimpses at upcoming opportunities.

I want to first give a hats-off to a phenomenal cadre of hard-working

Division 48 students with energy, ideas, and creativity on our newsletter team. These volunteers, Aashna, Jeremy, Joshua, Kisane, and Stephanie, study varied disciplines yet share a passion to create peace in our world by helping me move the newsletter forward. Read more on page 26-27.

Reach out with your thoughts, reactions, or interjections regarding our content. We added *Poetry of Peace (not War)*, featuring three poets. Our *Student*

Spotlight showcases emerging scholar life experiences that draw together diverse areas of peacemaking. Alice LoCicero's re-printed blog offers a rigorous response to others' attempts to silence peace psychologists (pages 10-11). Look for chances to get involved on our Strategic Plan summary page! Enjoy the read!

Robin Lynn Treptow, PhD
 Editor, *The Peace Psychologist*



Photo by [David Marcu](#)
on [Unsplash](#)

Tweets as
@DirenenSerdaR

**Serdar M.
Değirmencioğlu**



From our Division 48 President: Message to the Executive Committee 10 September 2019

Visiting Scholar, Goethe University Frankfurt a.M. (Goethe-Universität Frankfurt a.M.)
Past President, European Community Psychology Association
Permanent Director, Institute for Trivial Studies

Hi everyone,

Here is an excerpt from one of these statements:

My trial in Istanbul continues tomorrow morning with the 4th hearing. In the context of this hearing, five organizations have released statements in support of persecuted psychologists in Turkey. These organizations are listed below:

- European Community Psychology Association
- Società Italiana di Psicologia di Comunità (SIPCO) - Italy
- Ordine degli Psicologi della Campania - Italy
- Associazione per la Responsabilità Sociale - Italy
- Psychologists for Social Responsibility – USA

This is verbatim from Serdar's 10 September 2019 email to D48 Executive Committee members.

Public Statement in Support of Persecuted Psychologists in Turkey

We write on behalf of the European Community Psychology Association (ECPA) to express our concern about the prosecution of scholars who signed the declaration “We will not be a party to this crime” — commonly referred to as the “Academics for Peace Petition.”

Among those academics being tried in court is **Dr. Serdar M. Değirmencioğlu**, with the charge of “propagandizing for a terrorist organization.” **Dr. Değirmencioğlu** has been in exile since July 2016 and his trial is continuing in his absence at the 30th Heavy Penal Court in Istanbul.

On September 11, the fourth hearing in **Dr. Değirmencioğlu's** trial will be held. In a recent decision, the Constitutional Court of Turkey has ruled that the “Academics for Peace Petition” should be considered under freedom of expression. It has, therefore, become clear that the charges against him are baseless and should be dropped immediately.

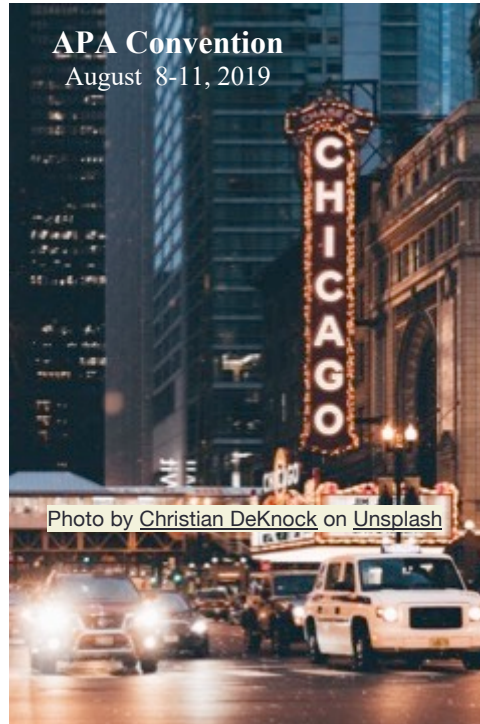
We urge the authorities to drop the charges against Dr. Değirmencioğlu and all other psychologists on trial with similar charges immediately.

We urge the government of Turkey to desist from repressing academic freedom and freedom of expression for scholars, researchers, and both undergraduate and graduate students in Turkey.

—*Serdar*



In August 2019 in Chicago, 40+ Division 48 members contributed a variety of forward-thinking peace scholarship to the American Psychological Association Convention. Nearly 40 Division 48 students, fellows, and members shared their expertise across four days' time. The division's nine APA convention panels addressed diverse topics in service of peace-- Islamophobia, positive conflict, "enhanced interrogation" torture programs, mass shootings, environmental sustainability, peace



APA Convention
August 8-11, 2019

Photo by Christian DeKnock on Unsplash

Conditions for Global Peace

Peace can be achieved once:

- (1) nations and the people in them cease to rely on military strength, weapons, and out-witting the adversary;
- (2) nations and the people in them become aware of war's great costs—to their own people and to our global world; and
- (3) we, as peace scholars and activists, acknowledge and harness the rich store of psychological knowledge at the ready for achieving peace in our times.

The Editor, *The Peace Psychologist*

APA 2019 Convention Snapshot

education, militarism, APA ethical practices, and animals' rights--with dozens more in the division's poster panel. There were seven hospitality suite programs--one co-sponsored with Psychologists for Social Responsibility (PsyR), and our Division's Social Hour was co-sponsored by PsyR and Division 27 (Community Psychology). Among the most controversial of Division 48's convention contributions was the late Saturday afternoon Symposium chaired by DePaul University student, Jack F. O'Brien, with panelists, Jack F. O'Brien, Stephen Soldz, Bradley D. Olson, Scott Thomas, and Dutch Franz. See Dr. Alice LoCicero's blog which takes to head several Division 19 members' contesting of this panel's inclusion in the 2019 APA Program.

2019 Division 48 Program [APA 2019 Convention Highlights](#)

[APA 2019 Convention Highlights](#)

Featured D48 Programming

- Serdar M. Degirmencioglu, PhD's Presidential Address--"*My Mind Has Been Under Occupation: Tales of Engaged Scholarship in Turbulent Times.*" Serdar delivered his moving address via Zoom video platform since his petition for a US travel visa was held up in red tape.
- Dan Aalbers, MA, Stephen Soldz, PhD (Co-Chairs)--"*On the Participation of Psychologists in the 'Enhanced Interrogation' Torture Program.*" Participants: Stephen Soldz, PhD, Dan Aalbers, MA, Philip Cushman, PhD.
- Mary Pelton-Cooper, PsyD, Alice LoCicero, PhD, MBA (Co-Chairs)--"*Solidarity in Protecting the Earth (and Ourselves) Against Government/Corporate Violence.*" Participants: Alice LoCicero, PhD, MBA, Mary Pelton-Cooper, PsyD, Jessica Wofford, AA

APA 2020 Convention Abstracts Now Being Accepted [CLICK BELOW TO ACCESS SITE](#)



DEADLINE 2 Dec 2019 @ 5 pm ET

Contact Division 48 Program Chair
Gianina Pellegrini, PhD
gianina.pellegrini@gmail.com

with questions, or to be an Abstract Reviewer for D48 APA Programming.

Graduate Students And Recently Matriculated Psychologists

Can you showcase your research in under three minutes? If you think you can make it quick and compelling, then submit your proposals for Psych Science in 3 by Dec 2. [Learn More](#)

Military Psychologists Are Trying to Silence Peace Psychologists

Featured Blog by Alice LoCicero Ph.D., MBA

Posted 12 Oct 2019 on the PsySR Website: <http://psysr.net>

They will probably try to have this blog removed.



Recently a letter signed by eleven past and future presidents of APA's Division 19, Military Psychology, and also signed by multiple other affiliates of the division, was sent to various APA officers and officials. The

letter, inexplicably, challenged the right of the APA Peace Psychology division to hold an academic session regarding the impact, on psychological ethics, of the 2015 Independent Review of psychologists' development and support of enhanced interrogation techniques (EITs—referred to by many, including the Ninth Circuit Court—as torture.

The letter seems to me to reflect either ignorance or deliberately misleading implications about academic freedom and freedom of speech. For example, it asks “What oversight was provided to the content of this panel by the sponsoring/listing divisions and/or APA's Board of Convention Affairs?” Signatories to the letter should know full well how APA convention programs are reviewed—by each division's reviewers—since the military psychologists' division has its own program, just as peace psychologists have their own program, at every convention. One also hopes they know full well that, in the context of an academic conference, the goal is for minimal interference in content, in order to maximize academic and scientific freedom.

Photo Caption: On 10 August 2019, DePaul University Student, Jack F. O'Brien, introduces the contested co-sponsored Division 27 & 48 APA panel, “*From Aspirational to Actionable – Changing APA Ethical Practices in the Post-Hoffman Report Era*”

Although they may know about academic and scientific freedom, and freedom of speech, the signatories to this letter seem to be demanding that APA stop maximizing such freedoms, at least for peace psychology. Perhaps that is because, while military members are said to be fighting to protect American values, especially freedom of speech, members of the military actually have less freedom of speech than most American citizens. <https://ssi.armywarcollege.edu/pubs/parameters/articles/07autumn/kiel.pdf>

It appears, from the letter, that the signatories would prefer that peace psychologists would also have limitations on their freedom of speech. This apparent preference for limitations on free speech would, if true, reflect a fundamental incompatibility between military and psychological values, ethics, and goals. (I have written elsewhere that military psychology is an oxymoron. In another attempt to undermine academic freedom, military psychologists asked the publisher of my earlier piece to either retract or put a warning on it.)

The letter goes further, asking “Who, from the time that the abstract was submitted to presentation at Convention (to include Division leaders, Division convention program chairs, chair of the panel itself and/or APA staff) incurred an obligation to report this behavior to the appropriate

federal authorities -- and did they fulfill that obligation?”

The clear and firm answer to that—again an answer that should be well-known to past and present officers of Division 19—is that no one had any obligation to report anything about the panel, including the planned inclusion of a speaker who is now a member of Veterans for Peace, and who, by his account, participated in abusive treatment of detainees at Abu Ghraib. This veteran wanted to come forward in order to inspire reflection on the wrong actions towards detainees, including children, that he saw and even participated in.

One might ponder why military psychologists—many of whom are veterans—would not welcome, with open arms and, at the very least, some academic curiosity, a fellow veteran who had, after participating in reprehensible actions, reflected on, and condemned, those actions, and become an advocate for peace. One hopes they would do so in spite of the possibility that such a veteran may well present a serious challenge to the military psychologists' continued efforts to mislead fellow psychologists and to reverse the ethical stance taken by APA members in 2009 and APA's governing body in 2015, which lead to prohibiting military psychologists from working at sites that operate in violation of international laws regarding the treatment of detainees.

The letter, signed by many military psychologists, contains other assertions I found silly,

and accusations that I believe are wholly unfounded. It would have been worthy of nothing more than a puzzled frown, followed by deletion, were it not for the fact that APA has historically and contemporaneously been so closely allied with military psychology that it is not inconceivable that officials of the organization took this letter more seriously than is warranted. We will soon find out how APA responds.

Will APA dismiss the letter? Will it apologize to Division 19 and promise better surveillance, and less academic freedom, for peace psychologists in the future? Will military psychologists try to have this blog deleted? Stay tuned.

AUTHOR'S NOTE: *This blog was "unpublished" by the editors of Psychology Today almost immediately after it was posted. In discussion with the editor who made the decision to "unpublish," I was told that it was "insider baseball" meaning that it did not have wide appeal, that Psychology Today does not like to "malign" APA, and that it was not neutral enough. I did not find any of these reasons compelling. The blog had gotten a good number of views in a short time. APA should be called out for its cozy history with the military. And I do not believe neutrality is a proper response when one party is using arguments that are misleading, at best, while trying to silence another party. The editor was adamant in saying that no one had brought pressure on Psychology Today to unpublish the post.*



*Alice LoCicero, Ph.D., is past president of the Society for the Study of Peace, Conflict and Violence, Division 48 of the APA.
In Print: Creating Young Martyrs: Conditions That Make Dying in a Terrorist Attack Seem Like a Good Idea (Contemporary Psychology (Hardcover))
Online: Personal Website*

**SUPPORT Division 48
2019 Apportionment & Bylaws
Amendment Election REMINDER
Division 48 Voting Member**

The 2019 Apportionment & Bylaws Amendment election opened Nov 1. Through this ballot you can cast up to 10 votes for D48. Each vote cast increases D48's influence in the APA, i.e., by giving us two vs. one Council of Representatives seat.

Please cast your ballot by 11:59 p.m., EST, December 16, 2019.

Search your email in-box for APA Election Admin. Direct any questions to help@election-america.com or Election-America, 1775 I St NW Suite 1150, Washington, DC 20006.

Temporary Open Access *now through December 2*****

Top 10 Downloaded *Peace and Conflict* Articles

Submission/rejection rates for Division 48's flagship journal, *Peace and Conflict*, were up in 2018—which implies more manuscripts of higher quality. As well, *PAC* royalty was on par with prior years. In hope to increase our readership reach for peace scholarship, Rose Sokol-Chang of APA Journals has made the 10 ten downloaded *PAC* articles Open Access until 2 December 2019. Other news is that *PAC* will transition to a new Editor-in-Chief on 1 January 2021. It would be good to enlist candidates who are passionate about *PAC* and its mission, experienced in the field, interested to promote submissions to the journal, and who encourage opportunities for mentorship (e.g., reviewing, manuscript writing).

Rank	Year	Article	Author Name	Volume/Issue
1	2013	Trauma-focused cognitive behavioral therapy for youth who experience continuous traumatic exposure.	Cohen, Judith A.	19/2
2	2018	Social movements and social transformation: Steps towards understanding the challenges and breakthroughs of social change.	Louis, Winnifred R.	24/1
3	2017	Children and adolescent victim blaming.	Chapin, John	23/4
4	2018	Refugee integration: Research and policy.	Hynie, Michaela	24/3
5	2017	Contact and intergroup conflict: New ideas for the road ahead.	Mazziotta, Agostino	23/3
6	2015	Are we really that different from each other? The difficulties of focusing on similarities in cross-cultural research.	Cila, Jorida	21/4
7	2018	Trauma as a collective disease and root cause of protracted social conflict.	Rinker, Jeremy	24/2
8	2015	Managing cultural diversity without a clearly defined cultural identity: The ultimate challenge.	Kachanoff, Frank J.	21/4
9	2018	How can social movements transform societies? Developing a guide for practice.	Bretherton, Diane	24/1
10	2007	The sociogenesis of evil.	Smith, M. Brewster	13/4

For questions about these Open Access *PAC* articles, contact Rose at RSokol-Chang@apa.org

The mission of *Futures Without Violence* is its name

Futures Without Violence

Joshua Uyheng

Globally, the United Nations Development Fund for Women estimates that more than one in three women will experience domestic abuse or rape in their lifetimes.

intimate violence. Registration for the upcoming 2020 conference held in Chicago, IL will open in November 2019.

As one of the organization's flagship objectives, [global violence prevention](#)

promoting safer school environments in a sustainable way. The *Susan Schecter Leadership Development Fellowship* is also awarded to emerging leaders in this area.

Futures also aims to [engage men](#) through coaching systems with the youth as well as transformative programs for adult men who have been violent. One key program in this area

Division 48

Futures Without Violence



Peace RADAR

is *Fathers After Violence*, a national initiative which trains men to renounce violence toward becoming better parenting partners and fathers. They also feature men who lead by example in eliminating gendered violence through an annual interactive summit called *The Y Factor*.

Every day in the United States, more than three women, on average, are murdered by their own husbands or boyfriends. Over 15 million children in the US live in families where intimate violence between parental figures has taken place within the last year (*Futures Without Violence*, 2019).

These are just some of the statistics which *Futures Without Violence* cites in characterizing the culture of violence experienced by women and children worldwide. Through its multifaceted advocacy work, *Futures Without Violence* aims to address these issues in realizing a world wherein such statistics are no longer the reality.

Futures Without Violence's name is its vision. Through "groundbreaking programs, policy development and public action," it works to "reach new audiences and transform social norms" around the world. Founder and President Esta Soler shares their journey in upholding this advocacy for over 30 years in [this TED talk](#).

Multifaceted Advocacy

In line with the multifaceted nature of violence against women and children, *Futures* promotes multiple streams of advocacy work, each focusing on a distinct set of issues. The [National Conference on Health and Domestic Violence](#) brings many of these issues to the fore through a broad, international, and interdisciplinary forum on the intersections of health and domestic, sexual, and

subsumes *Futures'* efforts to respond to the wide variety with which violence manifests across societies. Such forms include rape, domestic violence, child marriage, honor killings, human trafficking, and more. Key actions the organization has taken in this area include advocacy work toward innovating policy solutions like the [International Violence Against Women Act](#), the [Safe from the Start Act](#), and the [Women, Peace, and Security Act](#). *Futures* also released [a comprehensive report](#) on the links between extremism and gender-based violence.

In promoting the welfare of [children, youth, and teens](#), *Futures* maintains programs which focus on healing childhood trauma, strengthening family resilience, keeping children in school, and teaching healthy norms of respect in intimate contexts of dating, friendships, and family.

With [colleges and universities](#), FUTURES supports initiatives that inform students about their rights under Title IX as well as going beyond these foundations to change the narrative on gender-based violence on campuses. It also sponsors a *Campus Leadership Program* to share the organization's extensive resources with campus leaders and empower them toward

Getting in Touch

Futures invites interested parties to sign up for their various programs [here](#). Their official website shares diverse opportunities for joining their coaching programs as well as their network of 'changemakers'—teens, parents, educators, and healthcare professionals who uphold the shared vision of a future free from gender-based violence. *Futures* maintains offices across the US, and rents space as needed in other locations. Ask to be added to their mailing list [here](#).

Peace Radar is a special feature section of the *American Psychological Association Division 48 Newsletter, The Peace Psychologist*. This section aims to introduce to the Division 48 readership various organizations and campaigns which promote peace around the world. For inquiries or proposed features, contact Newsletter Student Feature Editor Joshua Uyheng juyheng@andrew.cmu.edu.

References *Futures Without Violence* (2019). *Futures without violence*. Retrieved from <https://www.futureswithoutviolence.org/>.

Full text at: <http://peacepsychology.org/the-peace-psychologist>

Bushman New Division 48 Fellow—*Congrats!*



Brad J. Bushman, PhD, was elected a Division 48 Fellow this summer. A distinguished psychologist, Dr. Bushman is a Professor of Communication and Rinehart Chair of Mass Communication in Ohio State University's School of Communication. To learn about Dr. Bushman's work go to his webpage (u.osu.edu/bushman.20/), watch his *Hanger* TEDx talk (<http://tinyurl.com/l6w4pb3>), get his free empathy App (<http://www.rakigame.com/#home>), or read his research showing that violent video games cause children to engage in dangerous behavior with real guns (<https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2734799>). Contact Dr. Bushman by email at bushman.20@osu.edu, over Skype at [bjbushman](https://www.skype.com/people/bjbushman), or via Twitter: [@BradJBushman](https://twitter.com/BradJBushman)

Division 48 Awards on APA Website

Want to catch up on Division 48 history? Links for the following Division 48 sponsored Awards are live at the APA website.

- **Ignacio Martín-Baró Martin Lifetime Peace Practitioner Award**—presented in recognition of lifetime achievement as a peace practitioner: <https://www.apa.org/about/awards/div-48-martin>
- **Division 48 Past President Service Award**--presented in recognition of service provided by the past president of the society: <https://www.apa.org/about/awards/div-48-president>
- **Ralph K. White Lifetime Achievement Award**--for distinguished accomplishment in peace studies that has inspired yet another generation of psychologists around the world: <https://www.apa.org/about/awards/div-48-white>
- **Morton Deutsch Conflict Resolution Award**--funded with royalties from the book *Handbook of Conflict Resolution: Theory and Practice*, edited by Morton Deutsch, PhD, and Peter Coleman, PhD. <https://www.apa.org/about/awards/div-48-deutsch>
- **Division 48 Outstanding Service Award**--in recognition of outstanding service: <https://www.apa.org/about/awards/div-48-service>
- **Division 48 Ed Cairns Early Career Award**—recognizes early career achievement in Division 48 members: <https://www.apa.org/about/awards/div-48-early>

Marc Pilisuk—Speaks at Saybrook Residential Conference

Check out this presentation by Dr. Marc Pilisuk, Professor Emeritus at the University of California and Faculty at Saybrook University on YouTube. <http://marcpilisuk.com/bio.html>

- Part 1: <https://youtu.be/ZMwxVnAp1Fg> (talk starts at 7 min, 20 sec)
- Part 2: <https://youtu.be/QeKW6IMScD4> (end of talk and Q&A)

The Hidden Structure of Violence: Who Benefits From Global Violence and War by Marc Pilisuk and Jennifer Achord Rountree. New York, NY: New York Monthly Review, 2015. Released July 2015. [Order the book here.](#)

About Tod Sloan (1952-2018) Upcoming Special Issue



[Tod Sloan](#) Clark University Live Profiles

Many among us were shocked and saddened to hear about the death of Dr. Tod Sloan last December. To honour Dr. Sloan's many contributions to peace scholarship, a December 2019 Special Issue of *The Journal of Critical Psychology, Counselling and Psychotherapy* will be published under Guest Editor, Dr. David Fryer. This Special Issue creates a space for ongoing work on the issues Dr. Sloan championed. In Dr. Fryer's words, "it would not be easy to find a closer fit between the idealised (sp) content of JCPCP and the actual work of Tod Sloan in general and as revealed repeatedly in this [upcoming] Special Issue" (Fryer, in press).

¹David Fryer is a member of the academic [precarariat](#): the class of people whose income is so irregular or insecure as to adversely affect both their material and psychological well-being. He can be contacted through the University of Queensland: d.fryer@uq.edu.au

Editor's Note: Division 48 member news on this and the following page was based on material circulated over the Division 48 Announce and Discussion listservs. Member-submitted news (e.g., about oneself or a Division 48 peer) will be included in *The Peace Psychologist* as space permits. We are especially interested in students' dissertation, master's, or honor's thesis abstracts since this gives us a flavor of what our members are studying. Send member news to the Editor at rtreptow@email.fielding.edu.

Dr. Ervin Staub

2019 Keynote Speaker
2018 & 2019 SPSSI Awardee



estaub@umass.edu

In June 2019 in San Diego, the Society for the Psychological Study of Social Issues honored Dr. Ervin Staub with its 2019 Kurt Lewin Award “for outstanding contributions to the development and integration of psychological research and social action.” He had earlier received the Society’s 2018 Otto Klineberg Intercultural and International Relations Award for “an exceptional paper... has the potential to have wide-ranging influence in the area of intergroup relations.” Dr. Staub also gave two 2019 national Keynotes on his program to train police officers to be active bystanders who intervene to prevent and, if necessary, stop fellow officers from doing unnecessary harm to citizens.

New York Times article on Staub’s work: <http://mobile.nytimes.com/2016/08/29/us/a-new-orleans-program-teaches-officers-to-police-each-other.html>. Dr. Staub’s 2015 Oxford University Press book, *The roots of goodness and resistance to evil: inclusive caring, moral courage, altruism born of suffering, active bystandership and heroism* is available at various booksellers.



Violet Cheung Gives American Psychological Foundation Stuart Weiss Lecture

At August’s APA convention, Dr. Violet Cheung delivered her American Psychological Foundation Stuart Weiss Lecture Address—“*The many stripes of emotions in visceral politics.*” Drs. Raymond A. and Rosalee G. Weiss established the lecture in memory of their daughter, Lynn, whose interests centered on the science and art of politics, with a focus on world law. Division 9 (Society for the Psychological Study of Social Issues) chose Cheung as the 2019 Weiss Lecturer.

Division 48 of the American Psychological Association 2019 Small Grants Awardees

Dear colleagues,

On behalf of the Small Grants Committee, I am pleased to announce that this year the **Small Grants Award Program in Peace Psychology** received a record number of applications. The budget for the program was increased to [\$]14,000 this year, allowing the Small Grants Committee to offer more support to peace psychologists. Applications were accepted through May 15 and the decisions were communicated to the applicants earlier this month [July 2019]. [Below] you can find a list of the awardees. Once again, the committee made sure that at least half the grants were awarded to graduate students or colleagues in their early careers. I would like to offer my gratitude to the Small Grants Committee, in particular, to **Dr. Breeda McGrath** who chaired the committee. I also would like to thank the reviewers for offering their time and expertise to the process. Finally, I would like to thank our past-president **Dr. Alice LoCicero**, who argued repeatedly that our organization should offer more support to peace psychologists and therefore commit a larger budget for the **Small Grants Award Program**.

—Serdar M. Değirmencioğlu @DirenenSerdar

1. **“Family Conflict Transformation with Promotoras: A Peace Psychology Training Project in Consuelo, Dominican Republic.”** Researcher: Ryan Blucker, Ph.D. (2011*), University of Oklahoma College of Medicine
2. **“Skill Development in Ex-Combatants of the FARC-EP Contributing to Reintegration into Civilian Life.”** Researcher: Andrea Delacruz Barrios, Ph.D. (2018*), Universidad del Norte. **FARC-EP** = The Revolutionary Armed Forces of Colombia—People’s Army (Spanish: Fuerzas Armadas Revolucionarias de Colombia—Ejército del Pueblo)
3. **“Documentation as Resistance: Citizenship Crisis and Belonging in Northeast India.”** Researcher: Urmitapa Dutta, Ph.D. (2012*), University of Massachusetts Lowell
4. **“Post-Conflict Health and Resilience: A Mixed-Methods Study of Forcibly Displaced Refugee Parent-Child Dyads.”** Researcher: Jessica Guler, Doctoral Student, University of Kansas, & Jewish Vocational Service Refugee Resettlement Center, Kansas City
5. **“Collective Victim Beliefs in Fostering Peace or Conflict within the Context of Jewish Americans, South Korea, and Hungary.”** Researcher: Hu Young Jeong, Doctoral Student, Clark University
6. **“‘Good’ Sons and Daughters: Youth Decisions to Join and Leave Non State Armed Groups in Colombia, Mexico, and El Salvador.”** Researcher: Erin McFee, Ph.D. (2019*), University of Chicago
7. **“War, Collective Action, and Nation-Building in Taiwan.”** Researcher: Austin Wang, Ph.D. (2018*), University of Nevada

Editor’s Note: It is exciting to see seven international and multicultural Division 48 **Small Grants Awardee** projects! Research populations/locations span the globe: **Dominican Republic, Colombia, Northeast India, Jewish Americans, South Korea, Hungary, Mexico, and El Salvador**—and forcibly displaced refugee parent-child dyads. To see upcoming deadlines for our divisional Small Grants Program visit <http://peacepsychology.org/grants-and-funding>

**CHECK OUT OPPORTUNITIES to GET INVOLVED in
Division 48’s Mission and Vision**



Part I

Integrative Theory of Peace

In year 2000 I proposed the Integrative Theory of Peace (ITP). ITP is based on the concept that peace is, at once, a psychological, social, political, moral/ethical and spiritual state with its expressions in intrapersonal, interpersonal, intergroup, international, and global areas of human life. Three main concepts form the foundation of this integrative peace psychology formulation:

- **Unity** (in the context of diversity) is the primary law of existence. Absence of unity is the main cause of conflict and violence. As such conflict is the symptom of the underlying disease of disunity. To resolve any conflict we need to expand both the depth and scope of unity pertinent to the issue at hand.
- **Worldview:** All human states of being, including peace are shaped by our worldview—our view of reality, human nature, purpose of life and human relationships. There are three meta-categories of worldview, the two most common of which are Survival-based (power-based, authoritarian), and Identity-based (extreme individualism and power-struggle). These two categories of worldview are conflict-based and respectively correspond with the mindsets that characterize childhood and adolescence periods of life. The emerging peace-based worldview, correspondent with the collective coming of age of humanity, is the Unity-based worldview, which is the main prerequisite for a peace-based psychology of peace

Part II

Education for Peace

The main objective of the Education for Peace Curriculum (EFP) is to contribute to the urgent global need for creation of a civilization of peace within the context of the consciousness of the oneness of humanity and the principle of unity in diversity. EFP engage students, teachers, parents/guardians, and community leaders in a process of

applying universal principles of peace to all areas of learning and all aspects of life. The unique nature of the EFP approach is its focus on worldview transformation from disunity and conflict to unity in diversity and peace. It aims is to create a culture of peace, healing, and excellence in families, schools, and communities.

The greatest challenges before humanity today are conflict, violence, terrorism, and war along with their terrible consequences of poverty, disease, spiritual desolation, environmental destruction, and poor leadership. These challenges are felt at all levels of human life—the family, school,

Integrative theory of peace and its application in the Education for Peace Program: Parts 1 & 2

Danesh, H.B. *Integrative Theory of Psychology of Peace and Education for Peace.*

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as proposed in ITP.

- **Development:** All living entities, including every one of us individually and as human societies collectively are subject to the laws of growth, development, and transformation. Human development takes place on the axis of consciousness. It is the development, refinement, and maturation of our main psychological powers—to know (cognitive), to love (emotive), and to choose (conative)—that ultimately leads to a state of meaningful peace. ITP holds that humanity now is in its collective state of adolescence and peace will only come when we begin to operate according to the requirements of adulthood, i.e. operating within the parameters of unity-based worldviews.

The validity of the above formulation has been significantly demonstrated in the extensive application of the Education for Peace Program as outlined in the next column.

community, society, and globally. Considerable resources have always been and still are spent to offset the costly ravages of conflict, violence, and war and the high price of military defense and security measures.

However, there are relatively few programs dedicated to a systematic, sustained plan of action to educate children and youth in the principles of peace. Consequently, every new generation repeats the mistakes of former generations, and conflict and violence continue to pervade human societies.

Peace and Education

Paradoxically, our greatest opportunity at this time in history is the fact that we do have sufficient means, knowledge, and insight to create a civilization of peace—united and diverse, equal and just, prosperous and benevolent, scientifically progressive and spiritually enlightened,

Danesh, continued on page 32

Monisha Rios was enticed into the US army straight from her Florida high school, inspired by promises of an honourable career, with her heart set on making the world a better place.

Division 48



Monisha Rios as an eager, young US military recruit.

Monisha Rios

Saybrook University PhD Candidate, Division 48 student member, and teenage US military recruit, Monisha is now a survivor of—and campaigner against—military sexual abuse, oppression of every kind, and war-making with its devastation.



Student SPOTLIGHT

Little did she realise then, as a 17-year-old, that the US military would turn her world upside-down. Monisha was targeted for sexual violence perpetrated by her superiors and her peers. Her nightmares did not end there, for she was also subjected to sexual abuse in the VA hospitals following her military discharge.



A sunset from Monisha's beloved Vieques Island off the Puerto Rico mainland.

Monisha's traumas were compounded by a lack of justice, suppression, victim-blaming and shaming; the military closed ranks. However, she found community and care amongst like-minded veterans; she joined the Military Trauma Survivor movement and Veterans for Peace. She experienced solidarity with other women veterans of color, in particular, with her own people from the Island of Vieques, in Puerto Rico.

Monisha's childhood passion to create a better world has not been extinguished but has been reinforced to challenge the very institution that had originally promised her an exciting new life. She has, for example, lobbied for the Military Justice Improvement Act, a legislative reform designed to take prosecuting powers for crimes, such as sexual abuse, out of the military chain of command and into the hands of an independent civilian body. Monisha's grievances against the US military are numerous, and her criticisms of the "imperial forces and colonial powers in the world" extend to the UN and NATO.

This article was written by one of our in-house student editors, Kisane Prutton, in conversation with Monisha in November, 2019. Faculty with students they wish to have featured in our Student Spotlight section should reach out to Kisane at k.prutton1@unimail.derby.ac.uk

Monisha shares her views on American exceptionalism:

"I became an anti-war veteran by way of my own experience of realising that not only did my government not care about who they were recruiting and what was happening to their own people, they did not care about what they were commanding and allowing their own people to do to others."

When Monisha enrolled at Saybrook University in August 2012, her intentions were to

The World is Watching: Next Steps Toward Eradicating the Unethical Use of Psychology in Warfare

Monisha Rios, M.S.W.
Ph.D. Candidate
Saybrook University

become a military psychologist so she could challenge sexual violence and change the system from the inside. However, as her understanding of the US military grew, her concerns about military psychology grew. Whether in the recruitment of young people from disadvantaged backgrounds, or helping to designing autonomous weapons, Monisha could see that psychologists were intrinsically involved in the machinery of war.

Monisha questions the ethics of this professional practice:

[Y]ou can look up statistics from our drone strikes—who's that's hurting, how many kids we are murdering and how many psychologists were involved in the manufacture of those weapons or the policies that led to their use? What we really need to look at now is psychology itself [as] a weapons manufacturer, by way of creating human weapons. Psychology is part of how the training was developed. Psychology is why I still have nightmares and wake up screaming at night Psychology is why [soldiers] are constantly being redeployed, why many [of us] lack empathy when we come home.

Finding resonance with Liberation Psychology and the work of Ignacio Martín-Baró, Monisha changed her mind, her direction, and her purpose in life, “to the liberation struggles of people.” Using herself as a case study, she has embarked on a PhD to shed light on military practices.

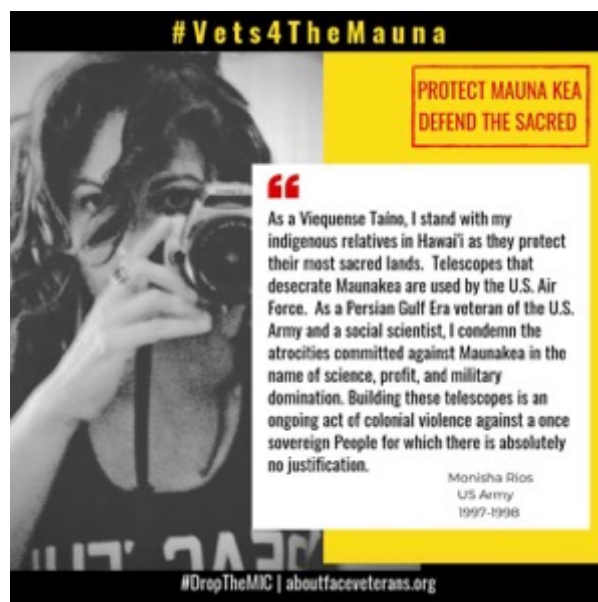
I am using auto-ethnography to examine [my experiences] through the lens of my moral injury and conducting a cultural critique through personal narrative as a former soldier in the US military ... Liberation Psychology allows me to understand my own experience as a Latin American. But also it is teaching me how to listen to other Latin Americans who are my relatives, who are also experiencing political warfare that psychology has a hand in, economic warfare, coercive sanctions, things that are deemed wrong in the international community, that the US uses—and then uses propaganda to justify to its people.

As an educated citizen and aspiring psychologist, Monisha takes her powers seriously. She has set up project MIRA (Moral Injury Research and Action), which in Spanish means ‘look’. She has been part of the anti-torture work of Psychologists for Social Responsibility and the Coalition for an Ethical Psychology. As a veteran, she has held demonstrative actions at APA conventions. Seeing not just herself, but others too as inadvertent citizens “of a warring nation, of an empire and of a colonial power,” Monisha encourages fellow psychologists to stand against the use of psychology in the perpetration of war:

So, we have a very specific responsibility in our field to not just call out and point at it and describe it, [the use of psychology in the perpetration of war], but we also need to take steps to stop it. We have to hold ourselves and each other accountable. We have to understand international humanitarian law, we have to understand the rules of engagement, we absolutely have to divorce ourselves from the guild ethic and the guild attachments and our attachments to our illusions and our field, so that we can do the right thing.

Monisha’s journey has brought her full circle, recognising that her 17-year-old self was once an innocent consumer of the US military’s tried and tested propaganda:

If you look at the Indian wars, how the US expanded its empire and became what it is today, it is always the same thing: you go in, often with a lie that you are going to help, or liberate humanity in some way, when really your goal is to take the land and remove the people in one form or another—and this usually results in many different types of genocide, from the cultural to the physical... [T]his is what has been enacted on my own people.



If Monisha could achieve one outcome from speaking to The Peace Psychologist, it would be to inspire fellow members to understand their positional power in society, the position that they hold in the world, and the role of history in that power:

So, for me it was - I am a coloniser and I am colonised, I am an oppressor and I am an oppressed. I reside in the belly of the United States of America, which I have learned from studying history. [I look at it] from many different perspectives, such as an indigenous people’s history of the United States, how to view history outside of my own perspective, and to be willing to confront my illusions and to understand—that’s a painful and necessary process...

Meaningfulworld Call for Peacemaking Interns

Internships are conducted under the supervision of both Dr. Ani Kalayjian-Founder and CEO, Board of Directors of ATOP, and the Intern Coordinator.

At **Meaningfulworld**, the ultimate goal is to prepare a generation of conscientious individuals who are guided by love, peace, passion, and meaning. **Meaningfulworld** is dedicated to fostering a meaningful, peaceful, and just world in which every individual enjoys physical, mental, social, economic, and spiritual health. A sense of meaning, peace, and justice, although unique to each individual, is achieved through a transformative journey that integrates knowledge and experience with a sense of responsibility and reflection. We have monthly clinical workshops, annual humanitarian missions, and are accredited at the United Nations.

Available Internship Positions

1. **Grant Writer/Researcher Coordinator:** Assist Grant Committee to research/write grants, apply for awards, share the work in print.
2. **United Nations Intern:** Attend international meetings each Thursday; join DPI and CoNGO Committees. One-year minimum commitment.
3. **Research Intern:** Join our team with local and international research from around the world.
4. **Fundraising Intern:** To sustain our work, organize fundraising events.
5. **Social Media Intern:** On Facebook, Twitter, & LinkedIn, promote Meaningfulworld.

Location

Although based in the New York Metropolitan Tri-State area, USA, international interns are welcome. Internship duties can be fulfilled from home (own state or country), and may lead to travel opportunities. Monthly first Monday of the month, evening teleconferences are mandatory. Monthly in-person workshops in NYC on the last Saturday of each month are mandatory.

Time Commitment

12 months—2 years, 5-7 hours a week (some internships less hours).

How to Apply

Kindly send your resume, statement of purpose, internship position of interest, 3 goals consistent with our mission, and names & contacts of 2 references to Dr. Kalayjian—DrKalayjian@meaningfulworld.com

visit: www.meaningfulworld.com

MeaningfulWorld

ASSOCIATION FOR TRAUMA OUTREACH & PREVENTION

with Dr. Ani Kalayjian



International Psychology UN Postgraduate Fellowship Program

with concentrations in Human Rights, Humanitarian Policy Development, and Global Humanitarian Relief

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International Psychology UN Postgraduate fellowship!

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Applications accepted on a rolling basis!

Meaningfulworld Creating Experiences of Global Peace



Humanitarian mission in Haiti, Aug 2019, established a *Meaningfulworld chapter*—surrounded by Minister of Mental Health!



Meaningfulworld Humanitarian Relief Mission in Armenia.



Heart-to-Heart Circle of love and gratitude in Tbilisi, Georgia at Ilia State University



Meaningfulworld celebrating UN International Day for Peace, at Monro College, New Rochelle, NY





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For a Healthy Hawai'i

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The protection of Mauna Kea as a means to improve Kānaka Maoli health

The mission of the Hawai'i Psychological Association (HPA) is to enhance the quality of life for the people of Hawai'i by encouraging, integrating, applying, and communicating the contributions of Psychology in all its branches. As a professional organization comprised of scientists and advocates of social justice, we stand in support of Kānaka Maoli (Native Hawaiians) who are standing as *kia'i* (protectors) of Mauna Kea against the construction of the Thirty Meter Telescope (TMT) on this sacred site.

While this issue is new to many, the truth of the matter is that there has been over 50 years of documented mismanagement and broken promises with regard to telescopes being built on Mauna Kea. Kānaka Maoli have been actively working to protect the mauna (mountain) and its sacred sites from desecration since the 1960's when the first telescope was built without a permit. Cultural protection and revitalization of historical and sacred places are important social and cultural determinants of health for Kānaka Maoli. They are as important to health as access to safe and well-resourced neighborhoods, excellent education, healthy food options, physical activity opportunities, and quality health care.

The illegal overthrow of the Hawaiian Kingdom in 1893 by a group of business men and the U.S. government has been documented as such and acknowledged by President Bill Clinton and the Apology Act of 1993. At the time of the overthrow, Queen Lili'uokalani spoke these words, "Now to avoid any collision of armed forces, and perhaps the loss of life, I do this under protest and impelled by said force yield my authority until such time as the Government of the United States shall, upon facts being presented to it, undo the action of its representatives and reinstate me in the authority which I claim as the Constitutional Sovereign of the Hawaiian Islands", an act of Kapu Aloha (peaceful stand). In 1959, as stipulated in Section 5(f) of the Admission Act, 1.4 million acres of land was gifted back to the Hawaiian Nation for "the betterment of the conditions of native Hawaiians." Mauna Kea is part of these protected lands that were given in reparation for past aggressions. However, once again, the devastating impacts of colonialism are found at the intersection of Business versus Culture, not Science versus Culture, as they would have people believe. The argument of Business versus Culture is one that Indigenous peoples have been on the losing side of for far too long. HPA is standing in opposition to this oppression and in support of Kānaka Maoli to finally have the justice they deserve. Construction of the TMT on Mauna Kea will have a devastating effect on Kānaka Maoli health, not to mention ecological health with regard to the permanent damage to the winds, climate, and water aquifers of the area.

The effects of cultural trauma have been well documented with regard to higher rates of chronic diseases, such as cardiovascular disease and diabetes and behavioral health issues, such as depression and substance use. The continued colonization, dispossession, and displacement of Kānaka

Maoli will only further this trauma and its adverse effects. The Social Justice Report (2008) demonstrated that the "impacts of trauma are even more pronounced when the trauma has been deliberately inflicted rather than a result of natural circumstances...deliberately inflicted trauma creates victimization as well as all the associated emotional, psychological, cultural, and spiritual harm. Deliberately inflicted trauma is much harder to recover from as it undermines the cohesion and strengths of individuals and communities." The arrest of 34 kūpuna deliberately inflicted trauma that underscored the power of government to circumvent their own laws and policies.

As history has demonstrated, social justice issues can never be decided by majority rules because minority rights would never advance. This has been the case with slavery, women's voting rights, and same sex marriage. The opinion of the larger community is not relevant. HPA is advocating for Kānaka Maoli to identify the practices and places they deem sacred. The way in which they have organized and maintained Kapu Aloha is inspiring and has already changed the course of Kānaka Maoli self-determination as well as the power they hold within the Hawai'i political scene.

As psychologists committed to serving the needs of our patients and the larger community, it is our responsibility to acknowledge the cultural trauma and the effects on the Kānaka Maoli community. Failure to do so would only reinforce the disparities experienced and continue the cycle of trauma. HPA stands with the 2,500 *kia'i* occupying the Pu'uhonua o Pu'uhuluhulu and the *kia'i* across the state in advocating for justice for Kānaka Maoli.

Robin E. S. Miyamoto Psy.D. Public Education Chair On behalf of the Hawai'i Psychological Association

Annie Nguyen, Psy.D. President

Julie Takishima-Lacasa, Ph.D. President Elect

Tanya Gamby, Ph.D. Past President

Cyma B. Wilson, Psy.D. Secretary

Noza Yusufbekova, Psy.D. Treasurer

This slightly reformatted Official Position Statement in support of the protection of Mauna Kea and its protectors. by the Hawai'i Psychological Association was shared with *The Peace Psychologist* Editor in early August 2019 by Division 48 Member, Richard Rothschiller (rrothschiller@earthlink.net). The Statement's content is unedited.

Poetry for Peace (not War)

HIDE

“FLAP FLAP” goes the dog door
as my vigilant guardian
bounds in with news of intruders.
Squirrels and bluejays must be
denounced, scolded, repelled, evicted.
We can do it.
But then the yard is quiet.
Nations are poised for war.
Invaders, marauders, warriors
hone knives, load guns, build bombs.
We do nothing about that.
Why even try?
Barking, growling, whimpering
do not avail.
Hide behind doors.

—Tom Greening



Humanistic peace scholar and poet, Thomas Greening, PhD, joined Saybrook University as faculty in 1990 at the urging of Rollo May and others. Dr. Greening has many “serious and light poems,” published in books, journals, and magazines, with many translated into Chinese, Nepalese, Polish, and Russian. Dr. Greening’s poems are available to buy, e.g., “War Poems.” tgreening@saybrook.edu

Let Peace Be with You My Dear, and Let it Stay with You Forever

In this world which is full of bombs and land mines,
On streets that smell blood and lynching,
There is only one way, if there is ever a future for humanity
Let peace be with you my dear, and let it stay with you forever.
Through the coffins, corpses and funerals,
The dead gets forgotten, while those who are sending them to war
Continue to enjoy their comfortable lives.
Let peace be with you my dear, and let it stay with you forever.
By each and every death, people get more angry, even more angry.
That is exactly what those in power want in their palace.
First, they give their toys to kids, and then the real guns.
Let peace be with you my dear, and let it stay with you forever.
Don’t ever forget those who forged an identity for you by deaths.
That is because, this is the worst misdeed to these lands.
Grow up, but remember your childhood that was full of hope.
Let peace be with you my dear, and let it stay with you forever.
You unwittingly witnessed the dead kids, the drowned ones.
Tell the story of pain instigated by wars to your grandkids, help
them love peace.
Although we adults, considering our kids couldn’t make peace,
Let peace be with you my dear, and let it stay with you forever.

—Prof. Dr. Ulas Basar Gezgin [September 10, 2015]



A poet and academic, Dr. Ulas Basar Gezgin spent 19 years teaching in Turkey, Vietnam, Thailand and Malaysia, with research in New Zealand, Australia, and Latin America. Some of Dr. Gezgin’s works have been translated into 12 languages. Originally from Istanbul, Turkey, he has been at Vietnam’s Duy Tan University (Danang) since 2017.

Email: ulasbasar@gmail.com Youtube: <https://www.youtube.com/ulasbasargezgin>

with messages
imprinted
parchment anchors
droplets inked
and every each
a new tattoo
still raw and bleeding
borne of love
and loss
and fear that we are
living
breathing
gasping
but all within
menagerie of dreams where
all seems
doomed and
vacant
skewed perceptions

shall I beseech and
dare to long
and howl
that this lost world
seems only so
a trick, a glimmer
sir mesmer's fever
and what if i
and we
all wretched souls
are not
and simply blind, asleep
fear waking
lose belief
and what if all is simpler still
and peace is in our midst
unseen

and what if bosoms cry and
weep
that we may shed of
cobwebs free
and see
and breathe
and love what is
this world
this pantheon
we build
and every
each of us just is
have still to wake
and see
and feel
that peace is possible
alive within, between
us all, alive
and urging us
to howl and act
and see beyond
our biased sight

"when peace cries..." —Rev. Jane Y. Lipnitsky, MA, MEd, MHC-LP

when desperation throttles.
scrawny birds
no sound is heard
and in the violent deafness
particles of atoms
crash and moan
and peace that would be won
falls back, retreats
cries out and begs
and fails to beat
asynchronicity dimaying
crackling
betrayed
betraying
forlorn the words and sounds and forms
unstrung unsaid
and trapped

alone
gestating
waiting
never scared to die
as never born
~~~  
shall i see peace  
when breath  
from in my bosom cries  
and aches for peace  
and weeps  
release  
for chains of servitude to pain

be broken  
melted off  
and blessed  
will we or he or she or it  
embrace this sad  
and lonely  
creature who  
cries out and begs  
for longs for  
love  
and peace

who hears the sirens weave  
and call  
upon the river styx  
and stones that hurt so more when  
carried by  
the wings of doves

## INTRODUCTION TO THE SAYBROOK UNIVERSITY FEATURE SECTION

Saybrook University is a private non-profit graduate school. It is a fully accredited school combining distance format courses with bi-annual residential conferences. This format has permitted the richness that comes from geographical diversity in its student body and faculty.

Saybrook's traditions date back to the origins of a humanistic tradition valuing deeply the content of human experience. Saybrook's Masters and Ph.D. programs include a degree in Transformative Social Change. The focus of this program is on Peace and Justice. Under the program umbrella, students have focused on the transformative change processes of conflict resolution, non-violence, sustainable development, ecological psychology, world governance, community intervention methods, racial and gender issues, globalization, and the use of media in change. Indicating its significant interest on the subject of peace psychology,

Saybrook has initiated a Fellowship in the area of peace, conflict resolution and social justice. You can read more about Saybrook University's peace programs [here](#). Our featured Saybrook students are Kelisa Underwood, whose piece on the importance of critical consciousness in social science education is a call-to-action for education reform with the purpose of fighting internalized dehumanization of oppressed peoples; and Molly Stillwell, whose assessment of transformative and narrative approaches to mediation highlights important differences to these two developing approaches to conflict resolution.

**EDITOR'S NOTE:** *We value students' efforts to help move us towards global peace and promote social justice for marginalized groups. Our commitment is to showcase programs of peacemaking in higher learning that parallel Division 48's mission to "increase and apply psychological knowledge in the pursuit of peace."* Professor Emeritus, Marc Pilisuk, was instrumental in recruiting Saybrook contributors, Kelisa Ball Underwood and Molly Stillwell. See their work on the next two pages, with continuation to later in the issue. You can read about the work of a third Saybrook student, Monisha Rios, in our Student Spotlight section (pages 10-11).

**For more information contact--**Marc Pilisuk: [MPilisuk@saybrook.edu](mailto:MPilisuk@saybrook.edu), Joy Meeker: [JMeeker@saybrook.edu](mailto:JMeeker@saybrook.edu), Joel Federman: [jfederman@saybrook.edu](mailto:jfederman@saybrook.edu), Amanda Byron: [abyron@saybrook.edu](mailto:abyron@saybrook.edu), Benina Gould: [BGould@saybrook.edu](mailto:BGould@saybrook.edu)

**Featured**

**post-  
secondary  
school for social  
justice  
scholarship.**

### Towards an Ethos of Peace: Assessing Transformative and Narrative Approaches to Mediation

Molly Stillwell Saybrook University 2 October 2016

Presently, the term mediation represents a growing realm of discourse centered on the better understanding and resolution of human conflict. Due to the increasingly complex nature of modern society, the changing landscape of human interaction has required this practice to expand its scope of consideration and applicability (Bush & Folger, 2005). As such, new schools of thought have emerged over the past several decades motivated by evolving cultural narratives and aligned with the different value assessments inherent within each (Winsdale & Monk, 2008). So far, this growth has seen the distinction of new perspectives that consider elements such as oppression, social justice, and satisfaction as a fundamental part of the practice. However, as technology continues to

establish a new context for human connection, society and the resulting nature of human interaction begin to diminish their reliance on the compartmentalization of life in favor of more flexible, responsive, and integrative approaches to living and resolving conflict. It is in this sense, Bush and Folger (2005) take a stand in support of the Transformative Approach, while Winsdale and Monk (2008) support the Narrative Approach. At heart, each emphasizes the value of separating individuals and their relationships from the negativity of conflict; yet, there remain distinct variations in the way each approach aims to achieve this end.

The practice of mediation has been developing over the past several decades as a novel response to the

ongoing and ubiquitous presence of human conflict throughout all areas of society. While it began in the judicial system as a means of facilitating resolution to cases and relieving the burden on the court, mediation today serves a wider need for effective conflict resolution in an increasingly complex modern world (Bush & Folger, 2005). Yet, despite the good intentions in establishing this domain, left unexamined and applied to increasingly complex social issues "mediation has turned out to be a dangerous instrument for increasing the power of the state over the individual and the power of the strong over the weak" (Bush & Folger, 2005, Loc. 221).

**[Stillwell, continued on page 30]**



**Abstract**

*In the United States of America, rights, resources, goods, and privileges are distributed in accord with a historical framework of oppression that inspired the mindset of the earliest US American colonizers. The forced colonization of our indigenous peoples was a form of mass oppression, characterized by the imposition of a foreign culture, disintegration of the dominant culture, rebranding of the indigenous people as uncivilized, and establishment of social structures designed to benefit the colonizer. The United States of America is a country founded by colonizers. As a result, there are many social injustices embedded into our society, such as racism, sexism, classism, ableism, and heterosexism that maintain these historically discriminatory practices and policies. These structures directly impact the social culture of modern day America and the psyche of its citizens. If we are to address and combat the persistent injustices so deeply ingrained into the very foundations of our society, we must do so with an unrelenting and unapologetic fervor, one that integrates the benefits of both heart and mind. Many scholars are beginning to acknowledge critical consciousness as the possible antidote to social injustice and the resultant trauma of internalized oppression. I will provide a brief overview of my work on critical consciousness and the necessity for integrating this concept into formal education and training so that we may operate as fully intentional practitioners of the humanities.*

**Featured**

post-  
secondary  
school for social  
justice  
scholarship.

## The Need for Critical Consciousness in the Social Sciences to Combat Internalized Oppression

Kelisa N. Underwood, Saybrook University

**Historical Background**

The idea of critical consciousness, was originally coined in Portuguese as *conscientização*, by Paulo Freire in the 1970's. The concept came as a response to his observation of inequalities experienced by Brazilian laborers of the time. It is now widely acceptable for the two terms, *conscientização* and *critical consciousness*, to be used interchangeably, but it is important to note that this acceptance did not come without opposition from Freire himself. However, I will be using the term critical consciousness to refer to the original concept of *conscientização*, or human moral consciousness.

The nature of human moral consciousness has been a topic of great reflection and debate for the entirety of human existence. Mustakova-Passardt (2004) explains that critical consciousness “includes what critical theory and praxis call historical agency and empowerment; what Maslow calls mental health and authenticity; what Fowler calls the development of faith and the quest for meaning; what

ancient wisdom traditions and transpersonal psychology describe as an orientation to growth, unitive understanding, interconnected ways of being and transcendence,” (p. 248).

The more modern concepts of critical consciousness posit that internalized dehumanization of the oppressed is one of the negative consequences of social oppression, requiring awareness, understanding, and action against detrimental oppressive forces. Freire (1970), maintains that societies lacking the ability for analysis and the propensity for action, perpetuate social injustice. Critical consciousness is a tool that allows people to learn “how to perceive social, political and economic contradictions, and to take action against the oppressive elements of reality,” (p. 35).

There are numerous interpretations of this concept; however, Freire (1970) identifies two central components to critical consciousness: understanding and action. The two cannot exist without one another, as action without thought is likely to be mislead and thought without action may be autocratic. Many, including Freire

himself, argue that reflection and action have a reciprocal relationship, making it likely that increased awareness leads to increased action or at least a desire for action, and through acts, one's understanding is ever increased (Corcoran et al., 2015; Deimer et al. 2006; Freire, 1970; Plato, 1943).

**Importance of Critical Consciousness in the Social Sciences**

Countless social scientists and philosophers have warned against modern western society's self-destructive nature. Fromm (1955) argued that our consumerist and conformist culture fosters alienation, development of superficial reason, and moral deficiency. People often develop a sense of self-blame and isolation in response to persistent oppression (Patrick & Connolly, 2013). The toxic stress associated with oppression has been proven to have significant negative impacts on the health of those chronically exposed to its powerful forces, and critical consciousness may be the antidote.

**[Underwood, continued on page 31]**

With rapid advances in digital technologies around the world, many have raised concerns over their impacts on democracies worldwide. Anxieties over social isolation, surveillance, and most recently, disinformation and polarization have undercut much of the initial optimism over the internet and social media that had dominated the public conversation at the turn of the decade. As moves to regulate and even break up big tech firms grow steadily in popularity in many nations, it is worth asking: Can technology still be a force for good in contemporary times?

Projects in the Philippines and Haiti—both featuring innovative applications of psychology—respond to this question with a resounding yes.

In the articles that follow, the *Analytics for Democratization Laboratory* of the Ateneo de Manila University tells its story of repurposing computational methods to study inequalities in public discourse and the dynamics of online conflict in the context of populist Philippines. Using cutting-edge data mining tools, they show how the conventional arsenal of companies and tech startups can be adapted to generate new knowledge in peace psychology, invigorating local scholarship and revealing new insights into the local political landscape.

Meanwhile, in Haiti, *Transition Digitale* likewise details its rich experiences of empowering local entrepreneurs through a Bootcamp Accelerator that harnesses

the tools of both technology and psychology. By training youths and women in both computer programming and psychological principles of marketing, the bootcamp has helped small startups flourish into successful businesses that address problems in the community.

These experiences in the Philippines and Haiti highlight valuable new perspectives on the role that technology can play in society, especially when designed for purposes that go beyond profit-driven incentives. Indeed, as both organizations show, digital technology in the right hands may be utilized for innovative scholarship on peace and to initiate social change.

## Special Section on Peace and Technology

Material coordinated by one of our in-house student assistant editors, Joshua Uyheng

### ***Transition Digitale* and the Summer Coding Bootcamp Accelerator: Empowering Local Entrepreneurs in Haiti with Psychology and Technology**

Patrice Gaetan, Steve Handwerker, & Brian Alston

Peer reviewed by students, Kisane Prutton & Joshua Uyheng

Rapid advances in digital technology have reshaped the social landscape. Digital technology now pervades daily life across multiple spheres, changing the way people interact in their personal lives, receive and share information, participate in politics, and conduct business.

Outside the advanced Western contexts of Europe and the US, however, many nations face systematic challenges in adapting to this fast-paced environment. While technological advances have arguably made processes of communication and collaboration more efficient, the benefits of these advances have not been equal throughout the world. In Haiti, *Transition Digitale*'s Coding Bootcamp Accelerator aims to address these issues.

#### **The Summer Bootcamp Accelerator**

*Transition Digitale* is a local IT company in Haiti which specializes in information technology programming. Founded in 2014, the company has an

exclusive partnership with CodePath, a leading training organization based in Silicon Valley. CodePath provides quality classes in accelerated mobile engineering for professional developers, imparting valuable skills in building mobile applications for various commercial purposes.

In Haiti, a key program of *Transition Digitale* is its annual Summer Coding Bootcamp Accelerator. Over the past five years, the program has recruited and trained 98 local participants, many of whom have gone on to become professional programmers and entrepreneurs. The success of the program has been covered by [the national press](#).

Several applications have likewise been developed with the potential to hire more developers. Examples of these successful products include NotePeyim, which helps users locate notaries; Koutye, which helps users purchase real estate; Kolekte San, which helps users locate blood banks and encourage blood

donation; TaxiAyiti, which connects users with moto taxis; and Swappl, a local social media platform.

#### **Forging Ahead with Psychology and Technology**

*Transition Digitale* is embarking on a new venture and is incorporating marketing psychology into its mobile coding training program. Their current plans are to recruit up to 40 young aspiring business people, aged 16-29, from disadvantaged backgrounds. Under the guidance of Dr Steven Handwerker, the aim is to help these young entrepreneurs build and grow their businesses via mobile app technology. The program will identify and incubate five of the start-ups.

The *Transition Digitale* training curriculum aims to incorporate a holistic sense of realism by incorporating practical issues faced by professionals. This will go beyond



lessons traditionally taught in Haiti’s current education model.

The project aligns with several of the [Sustainable Development Goals](#), namely: to end poverty, to promote quality education, to promote gender equality, to sustain economic growth and decent work for all, and to revitalize global partnerships.

Training will be done at Institution Saint-Louis de Gonzague at Delmas 31, Port-au-Prince, Haiti. The budget for this training is initially estimated at \$46,000. 26% for personnel and 64% for equipment.



Photograph of Bootcamp accelerator participants. Courtesy of authors.

To learn more about *Transition Digitale*, visit their [home website](#). For project-related inquiries, contact the project manager Patrice Gaetan at [pgaetan2003@yahoo.com](mailto:pgaetan2003@yahoo.com).

## ‘Analytics for Democratization’: Innovating Peace Psychology in the Philippines

Joshua Uyheng

Peer reviewed by Aashna Benerjee & Stephanie Miodus

In today’s fast-paced world, peace psychology confronts new threats driven by the internet and digital technology. Reports abound of issues related to political polarization, disinformation, and the weaponization of social media algorithms to manipulate public opinion (Tucker et al., 2018). While such issues are well-documented in the West, they also stand pervasive in Asia, Africa, and Latin America. As global technological advancements penetrate societies in the Global South, they influence local politics steeped in vulnerable contexts of social inequality and fragile democracies. In the Philippines—dubbed the Facebook capital of the world (Gonzales, 2019)—the populist regime of President Rodrigo Duterte brims with contentions surrounding electoral manipulation, hyper-partisan polarization, and looming authoritarianism (Ong & Cabañes, 2018). Citizens caught in the crosshairs of global and local forces experience new arenas of conflict which likewise require fresh perspectives toward their resolution.

Cristina Montiel of the Ateneo de Manila University Psychology Department teamed up with colleague Felix Muga of the Mathematics Department to tackle these issues. By establishing *Analytics for Democratization: A Social Sciences Research Laboratory*, they seek to innovate interdisciplinary research which applies cutting-edge analytics to shedding new light on problems of peace and conflict in the Philippines.

### Bridging disciplines, responding to context

With over four decades of experience as a peace psychologist, Cristina Montiel had long been interested in introducing computational techniques to peace research. Today, with the Analytics Lab, she utilizes text mining tools to study online public discourse surrounding domestic and international conflicts. Although such methods appear to depart from mainstream psychology, Dr. Montiel sees them as exceptionally well-suited to examining the Philippine political sphere.



Dr. Cristina Montiel  
Psychology Department



Dr. Felix Muga II  
Mathematics Department

“Analytics ups the research by increasing accuracy and precision in the study of text-based discourse,” Dr. Montiel explains. “Social computing of language-based data also permits access to much of the interactions in social media, a relatively safe haven for talk under authoritarian regimes.”

Felix Muga, who likewise brings to the table a forty-year career in pure and applied mathematics, shares this proclivity for politically oriented analytics work. Besides theoretical advancements in network science and computing systems, he also contributes regularly to public debates from a data-driven perspective. With the Analytics Lab, these dual intellectual commitments acquire new life. “I always wanted to find applications of our mathematical tools,”

shares Dr. Muga. “I believe a research and teaching lab is the best avenue for this purpose.”

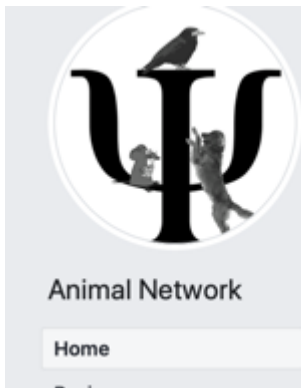
By establishing the Analytics for Democratization Laboratory, Drs. Montiel and Muga bring their combined leadership and expertise to bear upon political phenomena uniquely situated in the Philippines’ contemporary Global South context.

[Uyheng, continued on page 36]

Full text at: <http://peacepsychology.org/the-peace-psychologist>

## APA Animal Summit—Facebook Page

[https://www.facebook.com/Animal-Network-106962770695999/?modal=admin\\_todo\\_tour](https://www.facebook.com/Animal-Network-106962770695999/?modal=admin_todo_tour)



An exciting event of potential significant benefit to animals took place at the APA convention in Chicago on Saturday, August 10<sup>th</sup>. More than 50 psychologists gathered together to sign the document naming them charter members of the APA Animal Network. The purpose of this group is multi-fold: (1) To encourage interested persons from all divisions to share their work with each other; (2) to help people to understand the world as the animal experiences it (not just for their benefits to humans); and (3) to work for improving the lives of animals worldwide. This group is necessary in order for psychology to become a leader in the world's expanding consciousness of the interrelatedness and value of every living thing--humans, animals and the ecosystem.

## JUSTICE FOR ANIMALS WORKING GROUP (JAWG)

M. L. "Candi" Sicoli, lead founding member

Dr. Harold Takoosian was instrumental in forming the APA Animal Network, and led this inaugural meeting. Candi Sicoli (Chair of Division 48's Justice for Animals Working Group [JAWG]) also helped to bring the group together. Psychologists involved in formulating this networking group are Scott Churchill (Division 32: Humanistic), Lori Kogan (Division 17: Counseling, Section 13 on Human-Animal Integration), Mary Beth Morrissey (Division 24: Theoretical/Philosophical), Candi Sicoli (Division 48: Justice for Animals Working Group), and Harold Takooshian (Fordham U).

We consider this group just the beginning of many possible collaboration amongst divisions. Please contact Candi Sicoli if you as an individual or a division would like to join with us in making the world a better place for our fellow travelers on this earth. We'd like to have an inaugural symposium (if possible) where a representative of each group would submit their work for presentation at APA in DC in August 2020. Please contact me if this is of interest to you. At the very least we will meet for a social hour and formulate ongoing plans. Harold has asked my husband, Tom Sicoli, and I to create and maintain a [FaceBook page](#), which we got off the ground in early October.

Some of the topics that our members have recently researched are accompaniment theory, support animals, pet therapy, measuring human animal interaction, urban dog parks, animal learning, attitudes toward animals, animal empathy, belief in animal mind, correspondence between the conditions of prisoners and caged animals, how elephants respond to seeing violence, environmental degradation and its effect on animals, a typology of animal facial expression of emotion, and many others. As Harold has noted, our topics span science, practice, teaching and advocacy. Our umbrella is a very large one and we welcome your submission of posters and papers for the APA animal network symposia or submission to any of the five divisions that have time devoted to APA presentations. Thanks to the numerous psychologists who support our mission. The animals would also thank you if we could easily decipher how they show their gratitude! Although anyone of us who lives with a dog are daily witness to their "gratitude".

—M.L. "Candi" Corbin Sicoli, PhD Chair JAWG Division 48

**Call for Papers:** Therapies Incorporating Horses to Benefit People: What are They and How are They Distinct? Please direct any inquiries (e.g., suitability, format, scope, etc.) about this special issue to the guest editor: Wendy Wood ([wendy.wood@colostate.edu](mailto:wendy.wood@colostate.edu)).



The *Advocacy and Action* section of *The Peace Psychologist* is devoted to promoting a variety of ongoing actions for peace in our global world. Readers may send inquiries, or suggestions for material that may be of interest to your fellow peacemakers, to Robin Lynn Treptow, Editor-In-Chief, at [rtreptow@email.fielding.edu](mailto:rtreptow@email.fielding.edu).

## Advocacy and action: Peacemakers acting in our world

### American Psychological Association's Public statement in support of academic freedom for psychologists and others in Turkey

<https://www.apa.org/international/global-insights/academic-freedom>

On October 22, 2019, the American Psychological Association released the following public statement in support of academic freedom for others in Turkey:

*APA strongly upholds the principles of free and open discussion and free circulation of scientists and academics.*

*The American Psychological Association supports psychologists and other academics in Turkey who signed the Academics for Peace petition, and reiterates its commitment to academic freedom, the free and responsible practice of science, and freedom of speech.*

*We fear these rights are at risk because of what appear to be prosecutions of academic signatories that are motivated by political efforts to stifle free expression, scholarly research and critical inquiry.*

*The Academics for Peace petition, published in January 2016, opposes a decision by the Turkish president to stop peace talks and begin a military campaign against ethnic Kurds in Turkey. Hundreds of academics, including psychologists, have faced criminal charges associated with being signatories of the petition, including "propagandizing for a terrorist organization." APA welcomes the recent acquittal of **Serdar Değirmencioğlu, the president of APA's Div. 48: The Society for the Study of Peace, Conflict and Violence** [emphasis added]. However, many other academics face the very real threat of imprisonment, leading some to seek refuge in other nations. Others do not have this option, as their passports have been canceled or seized, leaving them to face unemployment, underemployment and continued political threats in Turkey.*

*Based on APA's resolutions on the free and responsible practice of science, freedom of movement of scientists, and APA international engagement (2016), along with APA's earlier policy on support for the rights of psychologists in other countries (1980), we strongly uphold the principles of free and open discussion and free circulation of scientists and academics. We believe that psychologists and other scholars have the right to express their viewpoints peacefully, without being subject to sanction.*

*We hope that academic freedom and freedom of speech will prevail, and that academics in Turkey will be able to carry out their scholarship and teaching in an environment conducive to constructive dialogue and the advancement of knowledge.*

Dr. Değirmencioğlu is a Turkish Scholar-at-Risk currently working in exile in Athens, Greece.

Read additional information related to Turkish Scholars-at-Risk here:

Peace Petition Turkish Scholars:  
<https://www.scholarsatrisk.org/actions/academics-for-peace-turkey/>

<https://m.bianet.org/english/freedom-of-expression/212916-38-academics-acquitted-so-far>

November 2019.



## Physicians for Human Rights

This week, I delivered an **urgent message to U.S. lawmakers**: the continued targeting of health professionals and their patients in Syria must stop immediately.

Before the Lantos Human Rights Commission of the U.S. House of Representatives, I shared the results of PHR's meticulous documentation of years of attacks on health facilities in Syria. **Our findings show how the Syrian government and its allies, including Russia, have targeted health facilities as a strategy of war to punish civilians in opposition-held territories.**

Today, with the recent escalation of hostilities in Syria, **this conversation is more urgent than ever.** Most recently we have been deeply alarmed by reports of wide-ranging and severe human rights violations by Turkish forces, including **the use of incendiary weapons like white phosphorous and napalm in heavily populated civilian areas**, as well as the shelling of hospitals and attacks on medical vehicles.

This new escalation is fueling an already-critical humanitarian crisis in northern Syria. **Will you join us in our call to protect Syria's civilians?**

Nurses, ambulance drivers, emergency response providers, and surgeons who provide life-saving care in Syria are targeted simply for doing their jobs. But, unfortunately, the complete impunity for attacks on health care has meant that **hospitals have become places of fear and danger, instead of hope and recovery.** Impunity for attacks on health care has meant that **hospitals have become places of fear and danger, instead of hope and recovery.**

**TAKE ACTION NOW**



10 August 2019 Having the chance to **brief the 15 member states of the UN Security Council** was both a privilege and a daunting task. This was a moment we've been working toward for years – to speak out on behalf of our embattled medical colleagues and their patients in Syria. **Our hard** work has had an immediate result: yesterday, the UN Secretary-General ordered a special investigation into these outrageous attacks on health and civilians in northwestern Syria.



Susannah Sirkin

Director of Policy & Senior Advisor  
Physicians for Human Rights





OCTOBER 17, 2019

## Dear APA Deep Poverty Challenge Takers:

Today, on World Poverty Day, I want to extend my heartfelt thanks to each of you who took part in my [5-Week Deep Poverty Initiative Challenge](#). You stepped outside of your comfort zones to examine your own beliefs and biases related to those in poverty, and began using your psychological knowledge and commitment to make lasting changes in your own communities.

Given the stigma surrounding this issue—including among psychology practitioners and researchers—you are, in my view, true pioneers.

There are a couple of important ways that you can continue this work now that the formal challenge is over. One is to use the [Deep Poverty Toolkit](#), released today. It provides practical ideas and tools to help you bring psychological science to bear in understanding what leads to and perpetuates poverty, and to effectively sharing this knowledge with others. The kit includes general guidelines for research, education and practice, as well as detailed guidelines for writing op-eds, conducting congressional visits, organizing provider roundtable discussions, and more.

In addition, as you are probably aware, this year APA released the [Guidelines for Psychological](#)

[Practice for People with Low-Income and Economic Marginalization](#)--the first APA guidelines to address the needs of this diverse set of people. The nine guidelines address poverty-related issues in four key domains: training and education, health disparities, treatment considerations, and career concerns and unemployment. They are a must if you want to deepen your practice and research when working with people in poverty or deep poverty.

Meanwhile, APA's Advocacy Office is working to keep the issue of deep poverty alive on the national stage. Staff crafted a [Congressional Draft Resolution on Deep Poverty](#) that addresses many of the issues you are already familiar with. They brought the resolution to select congressional offices earlier this month in order to secure a sponsor who will introduce it.

In closing, thank you again for taking the courageous step of looking directly at the issue of deep poverty and taking positive steps to rectify it. Please continue this good work—I look forward to working with you on these initiatives in the future.

Sincerely,  
Rosie

**Rosie Phillips Davis, PhD, ABPP, APA President**



The Society for the Study of Peace, Conflict and Violence (APA Division 48) will hold its second stand-alone conference, Psychology & Peace 2020 in late May 2020. This event is designed to bring scholars and practitioners together to explore ways that psychology and psychologists can help bring peace across physical and psychosocial borders. The program will include academic presentations, skill-building workshops, featured speakers, and participant-centered roundtable discussions.

**Location and Registration.** The conference will begin at 8:00 a.m. Friday, May 29, 2020, and conclude at noon on Sunday, May 31, 2020 in time to make afternoon flights home. Conference programming will be held at [Trinity University](http://Trinity University) in San Antonio, Texas. The registration fee includes conference admission, three nights' housing in modern residence halls, and food (five meals, reception, and breaks). The early registration fee is \$380 for Division 48 members and \$480 for non-members. Division 48 offers a \$100 scholarship to student member attendees. For additional information about fees and assistance, see: [PeacePsychology.org/conference](http://PeacePsychology.org/conference).

**Call for Presentation Proposals.** The Program Committee invites scholarly work on peace, conflict, and violence, as well as on the related topics of social justice and reconciliation. A variety of presentation formats will be considered, and presenters with diverse perspectives, methodologies, and sociocultural contexts are welcome. The Committee encourages contributions on a wide range of topics relevant to peace and peacemaking, including:

- International relations and global issues
- Intergroup relations
- Interpersonal relations
- Psychologists as peacemakers
- Moral/ethical/philosophical issues in peace psychology
- Research methodologies and challenges
- Advocacy and activism

#### TYPES OF SCHOLARSHIP INVITED:

- + *Empirical Research* Qualitative, quantitative, and mixed-methods
  - + *Research Synthesis* Reviews of literature, including quantitative, qualitative, and theory-building analyses
  - + *Practice and Training* Descriptions and evaluations of intervention or training/teaching programs
- + *Phenomenological Perspectives* First-person accounts of peace, conflict, and violence
  - + *Works in Progress* Exploratory work and ongoing research projects

#### SUBMISSION GUIDELINES

- All presentation proposals must be submitted via the Psychology & Peace 2020 webpage.
- **Submission Deadline: January 17, 2020**
- Acceptance and rejection notifications will be sent by **February 17, 2020**

**Paper-In-A-Day** is an event to stimulate productive collaboration among early career researchers in psychology and peace. The two objectives of the day are (1) to complete a publishable scholarly project and (2) to lay the foundation for future collaborative work among the participants. The work of the Paper-in-a-Day teams will be presented as symposia on the program of Psychology & Peace.

**Conference Co-Chairs.** The conference is co-chaired by Becky DeZalia and Gabriel Velez.

#### The Full Conference Organizing Committee

*Featured Speakers Committee:* Larry Gerstein & Ryan Blucker  
*Paper-in-a-Day Committee:* Violet Cheung & Chris Drapeau  
*Program Committee:* Maggie Campbell Obaid & Jordan Snyder  
*Student/Early Career Outreach Committee:* Ashley Hutchinson, Katherine Grein, Centron Fielder, & Scott Moeschberger  
*Marketing Committee:* Lucienne Lunn & Mika Armenta  
*Conference Co-Chairs:* Gabriel Velez & Rebekah Phillips DeZalia  
*Member-at-large:* John McConnell  
*Ex-Officio Members:* Serdar Değirmencioğlu, Julie Meranze Levitt, Robert McKelvain (Executive Committee liaison)



## 2019 US Peace Prize Awarded to the Honorable Ajamu Baraka

September 23, 2019, New York City. Photos and full details at: [www.uspeacememorial.org/PEACEPRIZE.htm](http://www.uspeacememorial.org/PEACEPRIZE.htm)

Joshua Uyheng

The US Peace Prize was awarded to the Honorable Ajamu Baraka on September 23, 2019, in New York City. The US Peace Memorial Foundation, which awards the prize, cited Hon. Baraka's "bold antiwar actions, writings, speeches, and leadership provide an inspiring voice against militarism."



At the awarding ceremony, Foundation Chair Dr. Michael Knox further recognized Hon. Baraka's "outstanding domestic and international activism" and "long and distinguished record of working for social justice, human rights, civil rights, and peace."

During his speech, Hon. Baraka shared his acceptance of the award with "a collective of peace and antiwar activists, many of whom are in this room tonight, who paved the way with their sacrifice, courage, and unwavering dedication to the idea that we can live in a world without war." He likewise dedicated the award to "a world where human beings can be free to live liberated from brutality, the madness of state and non-state violence in all forms, from direct military engagements to the war of sanctions."

Hon. Baraka's longtime career as an activist spans several decades of leadership across numerous groundbreaking institutions geared toward the advancement of peace and justice. He has written and spoken out against militarized conflict and police brutality, toward upholding the rights and welfare of oppressed and marginalized groups both in and out of the US.

Among his numerous positions and accomplishments, he is the National Organizer and National Spokesperson of The Black Alliance for Peace, was the Founding Executive Director of the US Human Rights Network (2004-2011), and serves or has served on several committee boards for Amnesty International, the Center for Constitutional Rights, and Africa Action.

As an educator, he has taught political science and courses on international human rights at several US institutions. He was also the Green Party nominee for Vice President during the 2016 US national elections.

Hon. Baraka was also conferred Founding Member status for the US Peace Memorial Foundation. He joins previous winners of the US Peace Prize including David Swanson, Ann Wright, Veterans for Peace, Kathy Kelly, CODEPINK Women for Peace, Chelsea Manning, Medea Benjamin, Noam Chomsky, Dennis Kucinich, and Cindy Sheehan.

This year's other nominees included Erica Chenoweth, Stephen Clemens, Thomas Fox, Bruce Gagnon, Jewish Voice for Peace, National Network Opposing the Militarization of Youth, Sally-Alice Thompson, Women's March on the Pentagon, and World BEYOND War. Video footage of the 2019 awarding ceremony is available on YouTube [here](#). Additional documentation is available on the [Foundation website](#).

The US Peace Memorial Foundation promotes peace through nationwide campaigns to honor Americans who stand for peace by the US Peace Registry, awarding the US Peace Prize, and planning the US Peace Memorial. To learn more about the US Peace Registry, visit their [website](#). [Click HERE to become a Founding Member or to contribute!](#)



**US Peace Memorial Foundation**

[www.USPeaceMemorial.org](http://www.USPeaceMemorial.org) •  
[info@USPeaceMemorial.org](mailto:info@USPeaceMemorial.org)  
[www.facebook.com/USPeace](https://www.facebook.com/USPeace)  
• [@USPeaceMemorial](#)

The US Peace Memorial Foundation directs a nationwide effort to honor Americans who stand for peace by publishing the [US Peace Registry](#), awarding the annual [US Peace Prize](#), and planning for the [US Peace Memorial](#) in Washington, DC. We celebrate these role models to inspire other Americans to speak out against war and to work for peace.

## Student Editorial Team Biography & Acknowledgements

*The Peace Psychologist* has had the honor of five students' hands-on participation at various levels. Each has worked long hours to make our peacemaking content about and for members more accessible. Read below to see what they bring to our newsletter—and catch a glimpse of the mentor faculty who support these students' work behind the scenes. As Editor of *The Peace Psychologist*, I am honored to work with these peacemakers.

Five graduate students joined *The Peace Psychologist's* Editorial Team over the past seven months. All got their feet wet in supporting Division 48's communication among and between members and leaders. Three students—Jeremy, Joshua, and Kisane—helped at an editorial level with article revisions, contacting authors, generating story ideas, and creating the final draft. Four students—Aashna and Stephanie | Johsua, and Kisane—reviewed pre-publication content (one manuscript per pair of reviewers) under supervision of a faculty mentor. Reviews were double-blinded, but bylines now credit our student reviewers. Of the reviewers assigned to an article; each student did an independent review, then as a pair met with the Editor-In-Chief over Zoom. Authors received the two independent reviews, plus notes from the meeting, to guide revisions--and saw the process as helpful. Reviewers enjoyed the challenge of offering a friendly critique to improve reader access to an article's peacemaking content, as well as being able to chat with a peer who had reviewed the same manuscript.



**Aashna Banerjee**

Aashna Banerjee is pursuing her Master's degree in Clinical Mental Health Counseling at Ball State University. She is a Counseling Intern in their Counseling Center, and Graduate Assistant at their Center for Peace and Conflict Studies. Dr. Ashley Hutchison is Aashna's peer review mentor, and Dr. Lawrence Gerstein is her faculty advisor. Identifying as an [intersectional feminist](#), a movement recognizing that barriers to gender equality vary according to other aspects of a woman's identity, including age, race,

ethnicity, class, and religion, and striving to address a diverse spectrum of women's issues, Aashna has volunteered with numerous community-based organizations in India over the years to help improve the well-being of women and other marginalized groups. Her research interests lie at the intersection of gender, peace psychology, and internationally marginalized populations.



**Stephanie Miodus**

Stephanie Miodus is a 2<sup>nd</sup> year doctoral student in School Psychology at Temple University. Her faculty advisor, Dr. Frank

Farley, is her peer review mentor. Stephanie has her BA in Psychology with a minor in Statistics (University of Pennsylvania, 2016) and her MA in Forensic Psychology (John Jay College of Criminal Justice, 2018). As a Pinkerton Fellow Stephanie worked in New York City with incarcerated/formerly incarcerated young adults. She has many leadership roles, including being a Temple University Fellow, National Association of School Psychologists PhD Student Representative, and Representative for the Student Committee of the Association of School Psychologists of PA. Her research interest is on the school to prison pipeline and alternatives to harsh disciplinary practices that push children out of classrooms and into the justice system.



**Kisane Prutton**

Kisane Prutton is a practicing psychologist (Chartered with the British Psychological Society) and a part-time PhD student at the University of Derby, UK. She is a qualified mediator, conflict coach, and psychotherapist. Kisane helps individuals and organizations experiencing stress and conflict in the workplace. Her PhD is exploring women's experiences of everyday life peacebuilding in Northern Ireland. This has been informed by her work as a volunteer psychotherapist, supporting adult survivors of childhood sexual abuse,



domestic violence and rape. Kisane's first career was in television, as a documentary producer/director for companies including the BBC. Kisane is still actively involved in the media through her voluntary work with the British Psychological Society, in their conference press office and media ethics advisory roles. Kisane's PhD Director of Studies and mentor for peer reviews is Professor James Elander.



**Joshua Uyheng**

Joshua Uyheng is a doctoral student in societal computing at Carnegie Mellon University. He conducts research at the nexus of computation and peace/political psychology, focusing on online polarization and disinformation especially in the Global South. He holds degrees in mathematics and psychology from the Ateneo de Manila University in the Philippines, where he continues to collaborate with the Analytics for Democratization Laboratory to understand populism in the context of unequal democracies. Outside the academe, he also worked at Action for Economic

Reforms, where he advocated for reforms in fiscal policy and universal healthcare. Dr. Cristina Montiel, professor of peace/political psychology at the Ateneo de Manila University, is Joshua's peer review mentor.



**Jeremy Pollack**

Jeremy is a doctoral student in Psychology at Grand Canyon University. He earned his M.A. in Evolutionary Anthropology as well as his M.A. in Negotiation, Conflict Resolution, & Peacebuilding, both from California State University. He is currently a Research Fellow at the Stanford Center for International Conflict & Negotiation under Senior Lecturer Allen Weiner, Esq.. Jeremy is also the founder of Pollack Peacebuilding Systems, a nationwide conflict resolution and organizational consulting firm. Read more at [www.PollackPeacebuilding.com](http://www.PollackPeacebuilding.com). Jeremy has previously worked in magazine editorial production.

## Saybrook Student Biographies



**Kelisa Underwood**

Kelisa Underwood is an LCSW, and PhD student at Saybrook University. Her academic track is in Psychology with a specialization in Transformative Social Change. She is currently working on her dissertation, *Gaining Access: A Classic Grounded Theory on how people navigate systems of oppression*. She also works as a mental health assessor at Coliseum Center for Behavioral Health and adjunct instructor in the Integrative Studies department at Mercer University, both located in Macon, GA. She can be reached at [Kball@saybrook.edu](mailto:Kball@saybrook.edu).



**Molly Stillwell**

Molly Stillwell is a world traveler and PhD student at Saybrook University where she studies Humanistic Psychology with a specialization in qualitative research and transformative social change. Currently completing her doctoral dissertation, Molly is taking a Grounded Theory approach to understanding what motivates individuals to become activists. The motivation for this is her commitment to creating a world that works for everyone and the intention of this research is to identify more effective ways of empowering individuals as peaceful protesters and committed changemakers. Molly also enriches this academic education with her experiences as a world traveler, and has visited over 20 countries around the globe while completing her graduate degrees. When at home, she resides in the beautiful Pacific Northwest!

[MStillwell@saybrook.edu](mailto:MStillwell@saybrook.edu)

### Students

If you want to join our *Student Peer Review Team*, or have a role on our *Editorial Team*, contact me—Robin Lynn Treptow—at [rtreptow@email.fieldin.g.edu](mailto:rtreptow@email.fieldin.g.edu)

## ANNOUNCEMENTS



### Upcoming APA Division Conferences

**Div. 36 (Society for the Psychology of Religion and Spirituality)**

**Annual Mid-Year Conference**

**March 13-14, 2020.** Denver, CO.

**Call for abstracts:**

Deadline **Dec. 15, 2019.**

<https://www.apadivisions.org/division-36/news-events/midyear-conference/>

**Div. 17 (Society of Counseling Psychology)**

**2020 Counseling Psychology Conference.**

**April 2-5, 2020.** New Orleans, LA.

The Division 48 Executive Committee has approved the granting of an APA Citizen Psychologist Award. Watch for upcoming details.

### Webinars

[Use Your Resources: Supporting Children and Youth Who Are Refugees or Recently Immigrated](#)

**Div. 16 (School Psychology)**

**November 22, 2019**

Promote your work with APA: <https://divisions.wufoo.com/forms/q16oi2th0g80iah/>

### Call for Division 48 Fellows

The Fellows Committee is again seeking nominations for Fellow status in Division 48. We welcome Dr. Brad Bushman who was elected a Division 48 Fellow. You can also self-nominate for Fellow status. Also, if you know of someone that you think deserves Division 48 Fellow status, please send along their name and a reference to the nominee's work. The Committee--which is due for fresh appointments--will then get further information.

There are two routes to Division 48 Fellow status. One is somewhat easier. If the nominee is already a Fellow in an APA Division, the review is chiefly internal to the Division. The second route is more of a challenge. If the nominee is not already an APA Fellow, then there are added requirements, steps, paperwork, and so forth.

However, the committee's main concern is that qualified individuals not be overlooked. Besides having more Division 48 Fellows, nominations of your peers provides a way aside from self-nomination, for identifying qualified scholars.

### APA Journal Peer Review Opportunities

**Sign up to become an APA reviewer at [apa.org/apa\\_review](http://apa.org/apa_review)**

### Public Service Loan Forgiveness

In an effort to help applicants avoid the common pitfalls of ineligibility when seeking to obtain Public Service Loan Forgiveness (PSLF), APA's Office on Early Career Psychologists created a brand new animated short, explaining the ins and outs of the program in less than five minutes. Check out this video for lessons and tips on how to qualify for and obtain PSLF! [Read More](#) Contact: Office on ECPs: [earlycareer@apa.org](mailto:earlycareer@apa.org)

IF YOU WANT PEACE  
MAKE PEACE—  
NOT WAR



## Peace Education Working Group Report

Linden Nelson, Chairperson

The Peace Education Working group was established in 1995. Its purpose is to study the application of psychology to peace education and to promote and support peace education at all levels. The group was reorganized in 2018 in order to focus more on projects and activities rather than on the sharing of information about peace education. Membership at the beginning of 2018 was defined by a listserv with about 100 individuals that was primarily used to share information about peace education resources. That listserv was discontinued in January 2018, and all Division 48 members with interest in working on peace education projects and activities were invited to join the reorganized group. The group currently has 25 members and a new listserv, and we encourage you to join us if you would like to work on peace education projects.

Working group members have been encouraged to contribute to the working group in one or more of the following ways:

1. Contributing materials—syllabi, lecture outlines, class activities, etc.—for the *Teach Peace* section of [PeacePsychology.org](http://PeacePsychology.org), the Division’s website,
2. Writing a blog on peace education for [PeacePsychology.org](http://PeacePsychology.org),
3. Organizing or participating in a session, or presenting a poster, on peace education at the APA Convention or the Division 48 Psychology and Peace conference,
4. Conducting a study or co-authoring a paper on peace education for the Division 48 journal or newsletter,
5. Organizing or participating in working group activity involving advocacy to support social and emotional learning, conflict resolution education, or other peace education programs.

We organized a skills-building session for the 2019 APA Convention in Chicago on “Infusing Peace Education into the Psychology Curriculum.” Three of our members (Robin Lynn Treptow, Gabriel Velez, and Linden Nelson) presented. Two of our members, Gabriel Velez and Larry Gerstein, are editing a special issue of *Peace and Conflict* on peace education, and additional members are authoring articles for that issue. Other group members have shared information on the listserv about peace education projects they are working on as individuals, and the group has and will offer suggestions and assistance as those projects develop.

We are now working to update the *Teach Peace* section of the division website with new syllabi and teaching materials for the university level. We are asking all Division 48 members who teach about peace, conflict, and violence to please send us materials that might be useful to others who are planning to begin teaching about peace or wishing to enhance their teaching. If you have such materials, please send them to me at [lnelson@calpoly.edu](mailto:lnelson@calpoly.edu).

### Division 48 Student Travel Awards

1. In good standing in a graduate or undergraduate psychology program
2. Student members of Division 48 or apply for membership when submitting the Travel Award application
3. Accepted by the Division 48 to present their research (poster, paper, symposium) and must be a designated presenter.
4. Endorsed by their academic advisor or other sponsoring faculty member.
5. If applicant has other sources of funding, application should not be submitted for these limited funds, which are designed to assist those in need. Reimbursable expenses include convention travel, registration fee, hotel, and meals.
6. A agree to attend and provide a summary of one Division 48 session, which will be published in the Division 48 Newsletter.



**PLAN AHEAD for FUTURE APA CONVENTIONS**

As such, there has been a growing need to explore the deeper values, goals, and worldviews present within the current approach in order to better develop its use for various applications. Further, practitioners maintain differences over what underlying goals are most important and how each type of issue should be approached (Loc. 153).

For Bush and Folger (2005), the primary approach to mediation centers on the transformative potential within relationships—relationships with both oneself and with others. According to their understanding, “the unique promise of mediation lies in its capacity to transform the quality of conflict interaction itself, so that conflicts can actually strengthen both the parties themselves and the society they are part of” (Bush & Folger, 2005, Loc. 195). This is a valuable perspective because it situates conflict within the full range of human experience instead of isolating it in an attempt to resolve only those aspects of the issue that can be negotiated in the space of achieving compromise or agreement. As a result, this provides greater access to identifying and resolving the underlying structures in people’s lives that manifest in conflict.

In this understanding, transformation is primarily achieved through ensuring the support of two fundamental human experiences: empowerment and recognition. In this sense, empowerment is understood as “the restoration to individuals of a sense of their value and strength and their own capacity to make decisions and handle life’s problems” (Loc. 297). It is this context that supports individuals in generating the confidence and creativity to approach their issues and their life in a new way. Additionally, recognition demonstrates “the evocation in individuals of acknowledgement, understanding, or empathy for the situation and the views of the other” (Loc. 297).

Recognition allows people to build bridges that serve to support others in fostering their own empowerment and creating collaborative unions that amplify the power and possibility available to them as individuals and to society as a whole.

For Winsdale and Monk (2005), the Narrative approach offers another promising perspective on mediation. Within this perspective, the elements of meaning that encompass human life are woven together to create dynamic living stories that are motivated by the past and serve to shape the future. Stories have the power to “shape experiences, influence mind-sets, and construct relationships” (Loc. 189). Therefore, they play a significant role in addressing conflict through not only providing greater insight into why the issue exists but also in distancing individuals from identifying with and becoming encompassed by the problem itself. Ultimately, this serves to redefine the relationship for those in conflict by orienting the mediation towards defining the positive outcome of the experience rather than reliving the negativity of the dispute (Windsdale & Monk, 2005; Hansen, 2003). In this, individuals are working for an amicable outcome through a context of success that is generated by the creation of a positive story instead of attempting to reach resolution out of the pre-existing narrative of dis-ease and conflict. In this understanding, the story one lives by gives life to the outcomes that are achieved in one’s actions.

A similar set of values are present in both the transformative and narrative approaches that serves to redefine how people interact with and view conflict; however, there remain distinct areas where the two differ. One such factor lies within the underlying goals upon which success is measured. For Bush & Folger (2005), success is reflected primarily in changing the experience of the individual in order to restructure their relationship to conflict. For

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Windsdale & Monk (2008), on the other hand, success lies within changing the story in which one lives in order to then change one’s resulting experience. While both are aimed at distinguishing a new experience of conflict, each takes a different approach to doing so. As one focuses on the relationships of individuals, the other brings attention to the structure of meaning that gives rise to those relationships. Through this, there are different access points utilized to facilitate change. For the transformative approach, change is achieved primarily by listening to the individuals in conversation and guiding them towards empowerment and recognition. While for the narrative approach, change is achieved through actively conversing which allows individuals and the mediator to co-create a new story through which more positive actions will take place.

Another factor lies within the overarching consideration of cultural structure and discourse each approach takes. While the transformative approach utilizes a process that isolates and identifies issues in order to better examine them, the narrative approach views such elements as inherently embedded in one’s experience as a whole and does not find use in removing them to be viewed outside of this context. As a result, the narrative approach seeks to change the space in which individuals are dealing with conflict much like that

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of the transformative method; however, it does so in a way that provides greater access to individually and collaboratively changing these scripts through focusing this energy on the structures in which individual feelings and perspectives arise. As a result, there is a more systematic essence to this methodology and, therefore, a more tangible sense that change can be established.

Conflict arises for every individual throughout life and manifests in various ways. Focusing only on those aspects of the conflict itself may lead to compromises understood as resolution; however, such compromises do nothing to address the underlying factors that contribute to the structure of conflict as a whole for individuals. As a result, both the narrative and transformative approaches place greater emphasis on addressing this aspect of conflict interaction but do so in their own

distinct ways. For Bush & Folger (2005), resolution is achieved through a focus on the individuals' reported behavior and growth in the experience, whereas Winsdale and Monk (2008) view resolution through the structures of narrative which articulate and give rise to resulting experiences. Through focusing on the ways in which these methodologies are similar and distinct, both can be utilized collaboratively to better address the growing needs and changing topography of conflict in the modern world. Due to the complex

nature of conflict today, proponents of both approaches ultimately understand that an equally dynamic response is required to effect real and lasting change.

#### References

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Structural inequalities create and perpetuate cycles of oppression through a very complex process of internalization. The oppressed are inundated with messages of inferiority and negative stereotypes, often engaging in constant self-blame for their abysmal circumstances. Persistent structural inequality perpetuates widespread feelings of despair, guilt, and worthlessness, which in turn can lead to identity confusion, self-doubt, and significantly diminishes motivation (David, 2014). Critical consciousness can aid in the recognition of the detrimental impact that historical US American colonization can have on both the individual and community. This recognition empowers marginalized peoples to reclaim their heritage, replacing shame with pride and self-deprecation with self-acceptance.

#### Integration of Critical Consciousness in the Social Sciences

Mustakova-Possardt (2004) argues that we should examine the strengths and limitations of our current education systems through the framework of critical consciousness. Are educators bringing systematic thought, and are they engaged in a dialogical relationship to classes? Are practitioners being trained to integrate knowledge with love and mind with heart? These questions are essential to evaluate if the next generations of educators, policy makers, and practitioners are to be sufficiently prepared to meet the challenges of an increasingly global society.

Freire (1970) speaks a great deal on the “banking” (p. 72) concept of education, or the mechanical transfer of information, by which students are reduced to containers whose only purpose is to be filled with the knowledge of the all-powerful teacher. Jemal (2017a), very appropriately states that “the education system has been heralded as a tool of liberation and simultaneously critiqued as a tool of social control to maintain the oppressive status quo” (p. 602). The US American education system, in particular, serves as a breeding ground for false divisions of skill, intellect, and ability. Hedges (2009) argues that our highly competitive, career-driven, monetarily operated education system absolves the “best and the brightest” from any moral obligation to society. Reinforced by the idea that without a narrowly focused, advanced degree from a prestigious institution, or having published works littered with inaccessible jargon, elitism in the education system builds a sense of expertise that is considered unquestionable.

Many clinicians, functioning as what DiAngelo (2018) and Freire (1970) would call the blind and ignorant progressive, also unintentionally contribute to systems of social control. We are trained to treat dysfunction as individual deficits, disregarding historical and structural contexts. Helms and Cook (1999) share how clinicians have a responsibility to be aware of, understand, and ‘check’ their privilege, particularly when working with disenfranchised and minority clients. Not only do counselors run the risk of failing to meet the needs of their clients, they could also harm them through the unintended perpetuation of discriminatory practices. In contrast, clinicians trained with high levels of critical consciousness can view dysfunction as the product of internalized structural oppression.

#### Benefits of a Humanistic Education

Instead of developing human potential, traditional education systems boast development of skills and vocational training. Mustakova-Possardt (2004) views critical consciousness as an “optimal consciousness” (p. 248) that integrates intellectual, emotional, moral, and spiritual levels of being. The education of values and morals is the highest form of training,



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and it is critically vital for the survival of a modern civilization (Hedges, 2009). Freire (1996) claims that through critical consciousness, humans become “agents of curiosity, become investigators, become subjects in an ongoing process or quest for the revelation of the ‘why’ of things and facts,” (p. 96). People can begin to understand the interdependent web of humanity and see that what’s good for others is also good for the self (Gutierrez and Ortega, 1991).

Among many other benefits, critical consciousness has the power to externalize oppression, shifting focus from personal traits or imperfections to structural forces, allowing people to separate themselves, including their inherent worth, from the problem. Only then, can we begin to examine how oppression influences our lives and our roles in the system (Patrick & Connolly, 2013). This, in turn, overcomes the sense of victimhood which often results from internalized oppression (Mustakova-Possardt, 2004). Further research suggests that these feelings can eventually evolve into a sense of responsibility towards a greater cause or purpose (El-Amin et al, 2017; Diemer, Rapa, Park, & Perry, 2014; Ginwright, 2010). Unfortunately, these skills are not readily recognized or nurtured by most Western educational standards; one must actively seek out an educational institution that fosters peace and compassion in its students. However, those trained with a humanistic perspective and critical consciousness are uniquely suited to encourage critical analysis, cohesion, autonomy, and resilience in our daily interactions with the world.

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Peace and education are inseparable aspects of civilization. No civilization is truly progressive without education, and no system of education is truly civilizing unless it is based on universal principles of peace. However, our schools have become increasingly conflicted and violent. The contents of school textbooks are predominantly written from the perspective of conflict and “otherness.” While we rightly expect schools to be safe and stress-free environments, in reality many of them are the opposite—unsafe and stressful. Our schools, therefore, inadvertently promote a culture of conflict and violence, and their students do not learn the ways of peace.

To adequately respond to these monumental challenges and opportunities, we need to lay the foundations of a sustainable and universal civilization of peace with at least three synergistic and essential tasks:

- **Peace-Based Education:** To educate every new generation of the world’s children and youth to become peacemakers, with the help of their parents/guardians and teachers;
- **Peace-Based Governance:** To create forums for leaders at local, regional, national, international, and global levels to study and implement the principles of peace-based leadership and governance in their respective communities and institutions; and
- **Peace-Based Conflict Resolution:** To offer training opportunities in the principles and skills of peace-based conflict prevention and conflict resolution at local, regional, national, international, and global levels.

EFP programs are designed to specifically address these three fundamental requisites of a civilization of peace.

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### Education for Peace (EFP) Curriculum

The EFP Integrative Curriculum is based on three premises: (1) unity, not conflict, is the main force in human relationships; (2) worldview is the main framework within which all human individual and group behaviour takes shape; and (3) peace is the main outcome of unity-based worldviews. Currently, the EFP curriculum is comprised of nine published books and some thirty book chapters and published papers and four intensive training manuals. They cover a wide range of peace-related issues as listed below.

### Education and Training

Since 1997 a wide range of educational and training programs have been offered at various universities, schools, and other institutions of higher learning including Landegg International University (Switzerland) 1995-2003, European Peace University (Austria) 1995-2003, World Peace Academy (Switzerland) 2003-2007, Transcend Peace University (Germany) 2003-2007.

In addition to offering graduate and post graduate courses at these peace venues, the International education for Peace Institute has, in the course past two decades has offered the EFP Professional Certificate to over 300 educators in Bosnia and Herzegovina and some 100 in Mexico as EFP-Trainers, who in turn have been and continue to be training other educators in the principles of ITP and EFP. These educators were the first group of EFP-Trainers have been instrumental in the successful incorporation of the EFP program into the curricula of schools across BiH. In the course of 13 years all BiH schools (K-1), all 13 Pedagogical Institutes, and all six public universities participated in the introduction of EFP program to every classroom, every day, in the course of whole academic year. All together over 500,000 students along with their teachers, parents, community and governmental leaders (almost 3 million people) have been introduced to the principles of the integrative theory of peace (ITP) and the main concepts and methodologies of EFP programs. The results of this extensive program have been subject to systematic research and evaluation a brief reference of which is made in this paper.

### Publications

The following is a list of EFP publications by the EFP-International faculty and visiting researchers. These publications provide extensive review of EFP conceptual foundations, field studies and observations, research findings, and training manuals. The list does not include term papers and MA and PhD dissertations done by students from universities around the globe that include EFP as a component of their contents.

### Education for Peace Integrative Curriculum Series

- Danesh, H. B., & Sara Clarke-Habib, S. (2007). *Education for Peace Curriculum Manual: A conceptual and practical guide*, Vol 1. Vancouver: EFP Press. (For educators). English, Spanish, and Serbo-Croatian languages of BiH, 386 pages.
- Danesh, H. B., & Sara Clarke-Habib, S. (2007). *Education for Peace Student Manual: a conceptual and practical guide*, Vol. 2, Book 1. Vancouver: EFP Press. (For students, grades 6 and up) English, Spanish, and Serbo-Croatian languages of BiH, 175 pages.
- Danesh, H. B., & Sara Clarke-Habib, S. (2007). *Education for Peace Student Manual: a conceptual and practical guide*, Vol. 2, Book 2.
- Danesh, H. B. (2013). *Fever in the World of the Mind: On the Causes and Prevention of Violence*. Victoria, BC (Canada): EFP Press. English, 135 pages
- Danesh, H. B. (1995). *The Violence-Free Family: Building Block of a Peaceful Civilization*. Ottawa, (Canada): Baha'i Studies Publications, (1995), 110 pages.

### Book Chapters

- Danesh, H.B. (2015). Education for Peace in Bosnia Herzegovina: How do we know it is working [Ch. 10]? In C. Del Felice, A. Karako, & A. Wisler (Eds.) *Peace education evaluation: Learning from experience and exploring prospects* (pp. 145-162). Charlotte, NC: Information Age Publishing.
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Danesh, H. B. with A. Nasser. (2017). *The unity-based family: An empirical study of healthy marriage, family, and parenting*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. English, 245 pages. This book is available at <http://www.cambridgescholars.com/the-unity-based-family> and Amazon. It is an advanced version of the *Violence-Free Family*.

Danesh, H. B. (in press). *Journey to peace: An invitation*, Vol. 9. Victoria, B.C.: EFP Press, 200 pages (estimated).

To obtain these books see:

[http://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Dstripbooks&field-keywords=h.+b.+danesh](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=h.+b.+danesh)

### Also included in the series:

Danesh, R., & Danesh, H. B. (n.d.). *Peace-based decision-making and conflict resolution: Conceptual and Practical Training Manual* [PDF]. Available only at training workshops and courses, 100+ pages. English

Danesh, R., & Danesh, H. B. (n.d.). *Peace-based leadership and governance: Conceptual and practical training manual* [PDF]. Available only at training workshops and courses. 120+ pages. English

Lowe, K., Danesh, R., et al. (n.d.). *Youth Peace-builders Network (YPN): Conceptual and practical training manual* [PDF]. Available only at training workshops and courses. 100+ pages. English Vancouver: EFP Press. (For students, grades 6 and up)

English, Spanish, and Serbo-Croatian languages of BiH, 152 pages

Danesh, H. B. (2004/2<sup>nd</sup> Ed. 2010). *Peace moves: An exploration for young people*. Victoria, BC (Canada): EFP Press. English, Spanish, and Serbo-Croatian languages of BiH, 164 pages

Danesh, H. B. (Ed.). (2011). *Education for Peace Reader*. Victoria, BC (Canada): EFP Press. English, 347 pages.

[http://efpinternational.org/wp-content/uploads/2011/11/efp\\_reader.pdf](http://efpinternational.org/wp-content/uploads/2011/11/efp_reader.pdf)

Danesh, H. B. (2012). *The Mysterious Case of the IWs: A story to help children to cope with death*. Victoria, BC (Canada): EFP Press. English, Spanish, Turkish, and French (translated, not yet published) 40 page

### Articles (select list)

Clarke-Habibi, S. (2005) Transforming worldviews: The case of Education for Peace in Bosnia and Herzegovina. *Journal of Transformative Education*, Vol. 3 No. 1, pp. 33-56

Danesh, H. B., & Danesh R. (2002). *Has conflict resolution grown up? Toward a new model of decision-making and conflict resolution*. *International Journal of Peace Studies*, 7(1), 59-76.

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Danesh, H. B. (2008). Creating a Culture of Healing in Multiethnic Communities: An Integrative Approach to Prevention and Amelioration of Violence-Induced Conditions. *Journal of Community Psychology*, Volume 36, No 6. pp. 814-832

Danesh, H. B. (2017). Peace-based education reform. *International Journal of Education and Research*.

### Audio-Visual Productions

Over the years many of the EFP lectures and training workshop presentations have been recorded. However, these materials need to be edited. In addition, two professionally produced EFP programs are available:

- *Embracing Our Humanity*, a blended curriculum aimed at promoting multiculturalism and eliminating racial discrimination. Produced with funding from Embrace BC through the BC Ministry of Citizens' Services and the Government of Canada. It is produced jointly by TM NewMedia and International Education for Peace Institute (Canada) and designed for teachers, educational counselors, intercultural workers, parents and community members. It may be accessed at: <http://www.embracingourhumanity.ca/>

- *Peace Moves (n.d.)*, A DVD production based on *Peace Moves: An exploration for young people*, Vol. 2 of Education for Peace Integrated Curriculum Series. (For middle and high school students, their teachers and parents.)

### Part III

## ITP And EFP Impact

### Research and Evaluation Contents

In addition to the contents of the *Integrated Education for Peace Curriculum*, for a review of the Education for Peace conceptual formulation, its methodology, field studies, and the research on EFP effectiveness please refer to *Education for Peace Reader* at: [http://efpinternational.org/wp-content/uploads/2011/11/efp\\_reader.pdf](http://efpinternational.org/wp-content/uploads/2011/11/efp_reader.pdf)

### Appreciations

The children all over the world are in need of peace and security. On the occasion of the Summit devoted to the children, we recommend this program [EFP] to all nations for consideration, as a model of society oriented towards peace, cooperation, and development.

— From a letter addressed to the Special Session of the United Nations General Assembly on Children (8-10 May 2002) by the Government of Bosnia and Herzegovina through its Mission to UN in New York

“This is a unique project. It will teach how to create a violence-free environment, in homes and schools and in the country as a whole.”

—The Senior Deputy High Representative, Ambassador Dr. Matei Hoffmann, 28 June 2000

“As a result of participating in the EFP project, my way of teaching has changed, my relationships with students has changed, and my relationship with my family has changed... all for the better.”

—Teacher, Secondary School, BiH (2001)

“This project has changed our vision and worldview. I feel that the vision of every teacher and student in this school has been in some way changed through this project.”

— Literature Teacher, High School, BiH (2002)



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As an American peaceworker, I often find myself internally torn asunder by my role in a country (and a world) that seems to thrive in a state of violent conflict. The question I constantly wrestle with is: How do I bridge the gap between living out Martin Luther King, Jr.'s call to righteous indignation and Gandhi's challenge to "be the change I wish to see in the world"? ...For the past few months, I have been taught that conflict is unavoidable and is only destructive when one is unable to transform it in positive ways. Dr. Danesh's rejection of this model and his proposal of UNITY as an alternative was quite invigorating. Personally, I find that working toward unity is much more life-giving than is conflict transformation.

— Robert Rivers, MA student,  
European University Centre for Peace and Conflict Studies (2005)

EFP provides a framework for achieving an advanced human society that is both practical and universal... I have always heard people say that 'education is the key' to creating a culture of peace. Before now though, no one seemed to have the right key that would actually open the lock. A 'Culture of Peace' is no longer an empty concept for me.

— Yolanda Cowan is a Rotary World Peace Scholar  
Studying in Paris and an Intern with in EFP Balkans (2004-2005)

What I have found in the EFP programs is thoroughly original and revolutionary. EFP represents an inspiring new approach—not only to peace education but also to almost all areas of social and cultural development. It incorporates new ways of thinking about conflict resolution, about leadership and political representation, and about social dynamics and relationships.

— Trent Newman, Intern from Australia January – June 2005

The three-day course was an inspiring and stimulating exploration into the potential of humanity to create peace through education and unity-based approaches. The course was an experiential example of what education for peace truly is—the first I have had as a graduate student of Peace Studies. Many professors and lecturers share their perspectives and approaches to peace and education for peace, yet Dr. Danesh is the first who created education for peace in our classroom. The three days were filled with deep listening, sharing,

and dialogue, which not only enriched my learning experience but also my soul.

— Brittney Menzel, MA Student,  
European University Centre for Peace and Conflict Studies, Austria  
(2006)

"This invaluable project was conceived in such a way that the soul-searching process of reflection which the participants undergo as the project unfolds—be they pupils, teachers, parents, administrators, ordinary school workers—results, largely speaking, as we have ascertained ourselves, in a heightened holistic awareness of the war period and its tragic consequences, and indeed triggers the desire amongst them to become authentic peace-makers, and precisely provides them with the necessary tools to achieve this goal..."

— Claude Kieffer Director, Department of Education,  
Organization for Security and Co-operation in Europe - BiH  
Mission (2009)

**International Education for  
Peace Institute**

The International Education for Peace Institute was founded in 2000 in Switzerland and later in Canada. The institute is a registered research, training, and community service under the Canadian Law. It is an independent, not-for-profit, association without any religious or political affiliation. EFP-International is accredited as an international NGO with the United Nations. The institute draws upon the expertise of an international faculty specialized in the fields of curriculum development, peace education, conflict resolution, political science, sociology, religious studies, law, and psychology. The faculty works closely with local educators, pedagogues, counselors, psychologists, sociologists, and administrators to develop and implement context appropriate EFP Programs in their respective schools, families, and communities. A network of like-minded organizations: EFP-Balkans (Sarajevo), EFP-Canada (Victoria, Canada), and EFP-Mexico collaborate with EFP-International on research, training, community development, and consultancy work. For more information please refer to: [www.efpinternational.org](http://www.efpinternational.org)

**GRAND RESEARCH COMPETITION**

APA divisions will select two top poster submissions: one poster with a first author who is an APAGS member/APA student affiliate and one with a first author who is an APA member. These posters will be showcased at the Science at Sunset Reception during APA 2020 in Washington, DC.

Prizes will be awarded for the best poster, which will be graded on innovation, scientific merit, and poster presentation style. The most outstanding poster from each category will be announced and awarded the top prize. **Top prize**—\$2,000 for APA member; \$1,000 for APA graduate student/APA student affiliate.

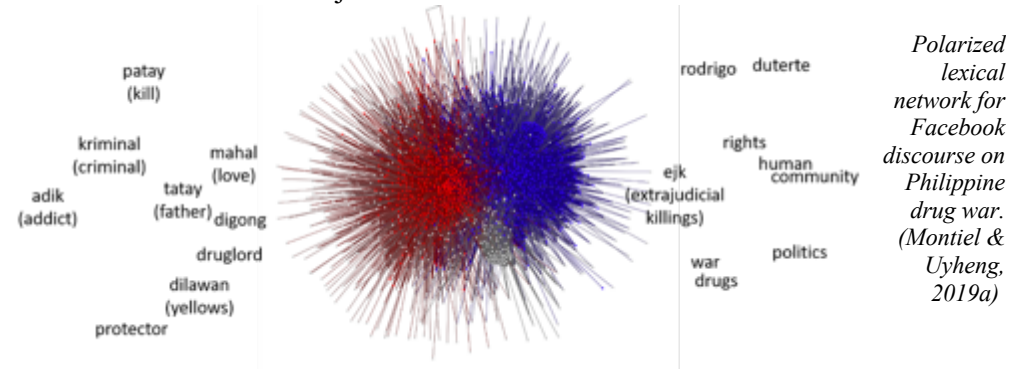
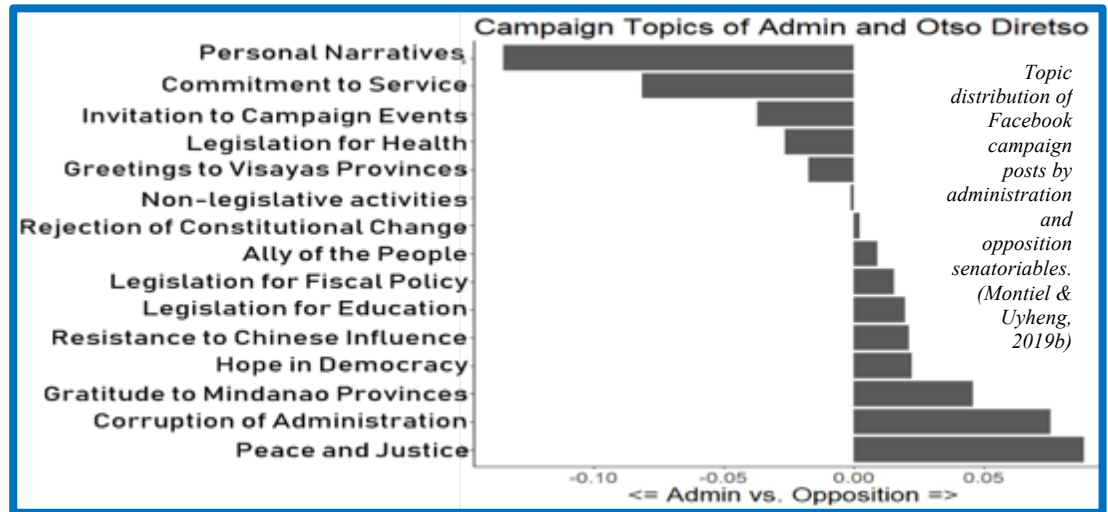
**Uyheng, continued from page 17**

In bridging apparently disparate disciplines, they harness emerging approaches other scholars have referred to as ‘computational social science’ or ‘social computing’ (Lazer et al., 2009), but with a research agenda that uniquely repurposes computation in service of peace and democratization.

**Social computing in Philippine peace psychology**

Since its inception in 2018, the Analytics Lab’s scholarly output has been prolific. By analyzing big data using machine learning, network science, and natural language processing, the group’s research aims not only to innovate new methods for studying peace and conflict in the Philippines, but also to produce insights balancing theoretical and practical significance.

Such frameworks have variably been termed ‘computational social science’ or ‘social computing’ (Lazer et al., 2009). For instance, in an ongoing project on Filipinos’ Facebook discourse on Duterte’s drug war, the lab found that while supporters lauded the president’s tough stance against criminality, critics condemned rampant human rights violations and extrajudicial killings under the brutal policy. Researchers further highlighted not just moral but also linguistic polarization in public talk. They showed that English-speaking social media users overwhelmingly favored rights-based discourses, while Filipino-speaking accounts endorsed the policy by appealing to carceral notions of criminal justice.



Results were obtained by computationally mapping the structure of about 300,000 Facebook comments, using network analytic techniques to automatically detect distinct communities of words corresponding to separate discourses. Researchers at the lab explain these findings in terms of classed divisions in Philippine political culture, which prior scholarship had shown to be especially salient during moments of contentious political change (Hedman, 2004; Kusaka, 2017). These insights bear significant implications for understanding political polarization in highly unequal democracies like the Philippines.

Meanwhile, in their latest work, the Analytics Lab turned its attention to the recently concluded 2019 midterm elections, which featured a contentious senatorial race between Duterte-aligned administration bets and an emergent opposition slate. By analyzing nearly 2 million Facebook posts and comments on senators’ campaign

pages, analytics researchers uncovered evidence that pro-administration candidates focused on personal narratives of loyalty to the president and commitment to serving his agenda, while the opposition coalition *Otso Diretso* criticized the administration while introducing their own electoral platforms. These findings resonate

with past scholarship emphasizing the powerful personalistic influence of populist leaders, whereas anti-populists espouse process-oriented solutions to leadership (Ostiguy, 2017).

By building mathematical models of social media text, researchers at the Analytics Lab derived empirical evidence of campaign strategies employed across political camps. Moreover, by linking their models to publicly available election data, the lab demonstrated that online campaign topics were statistically predictive of electoral outcomes, as increased Duterte support consistently predicted greater voting share, while running on policy-centered platforms did not. Researchers suggest that the same public distrust of institutions and conventional politicians which propelled the rise of the populist president in 2016 may remain prevalent among majority of Filipino citizens (Ordoñez & Borja, 2018).

Uyheng, continued from facing page

### An intergenerational agenda

Alongside knowledge production, the Analytics Lab also organizes several efforts to cultivate young talent in the burgeoning field, from sponsoring scholarships for research assistants to teaching interdisciplinary subjects at the undergraduate and graduate levels. Now on its second semester, the lab's flagship course on Quantitative Text Analytics teaches foundational skills in collecting, managing, and analyzing text data.



The course culminates in class presentations on original research utilizing social computing techniques, which are designed to be of publishable caliber at peer-reviewed social science journals.

(left) Dr. Montiel introduces a lecture during the Quantitative Text Analytics course. Photo courtesy of Donald Bertulfo.

(right) A student presents his Quantitative Text Analytics project. Photo courtesy of Donald Bertulfo.



For Dr. Muga, who teaches the computational aspects of the course, the class has become about more than the hard skills of programming and data analysis: “We train students and develop researchers to find relevant social and political patterns in Philippine society,” he says. Seeing the lab's research and pedagogy as complementary efforts, Dr. Montiel likewise values the bigger picture of their work. For her, the overarching challenge is to integrate theory and computation in forging a unified direction for peace psychology research.

Intergenerational arrangements, in both the course and the lab's broader work, offer a way forward. “There is a generational difference here,” Dr. Montiel muses, “with the more advanced social science scholars embedded in the theoretical literature, and the younger researchers more comfortable with the computational advances.” She adds: “A delight to work fairly and creatively across two generations!”

### Forging ahead

Asked about the future of the Analytics Lab, Dr. Montiel expresses earnest hope in what the research group can achieve: “[I hope we produce] new scientific knowledge about peace and political psychology, especially in the Global South where unequal democracies abound.” In expressing his own hopes, Dr. Muga prioritizes tangible outcomes: “Funding, equipment, and staffing.”

Just a year into its creation, however, the Analytics Lab appears to be in no dearth of at least the latter. Today, the group boasts a diverse membership of several dozen faculty members and graduate students, spanning a range of disciplines such as sociology, political science, economics, communication, history, mathematics, and computer science. In a 2018 article published in *Peace and Conflict*, Dr. Montiel proposed that Global South scholars go beyond the “current field . . . saturated with micro-ontologies and anesthetized lab-based epistemologies” and “introduce new ways of seeing macro social violence and peace”. The digital sphere both embeds conflict and escalates it in the real world; as more and more scholars increasingly recognize, new means of

understanding these connections and promoting peace through them are urgent and necessary.

By producing new peace psychological knowledge in and of the Global South, Dr. Montiel, Dr. Muga, and their growing community of colleagues at the Analytics for Democratization Laboratory hope to answer that call to action—in interdisciplinary, innovative, and intergenerational ways.

Joshua Uyheng is a societal computing PhD student at Carnegie Mellon University and a student member of Division 48. He holds degrees in psychology and mathematics from the Ateneo de Manila University. He works with the Analytics for Democratization Laboratory.

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## Summary of Strategic Plan GOALS AND RECOMMENDED ACTIONS

### January 2020 – December 2023

From the Editor: On 7 Aug 2019 the Division 48 Executive Committee approved its 3-year **Division 48 Strategic Plan** for immediate implementation. Below is a summary of plan initiatives in which members might choose to become involved. The complete Division 48 Strategic Plan can be accessed at <http://peacepsychology.org/strategic-plan-draft>. Send inquiries to any member of the Division 48 Executive Committee.

*The Society for the Study of Peace, Conflict, and Violence* (Division 48: PeacePsychology) increases and applies psychological knowledge in the pursuit of peace. Founded in 1990, Division 48 fosters communication among practitioners, researchers, and policy makers working on peace-related issues. The Division 48 Strategic Planning Committee was finalized in July 2019. Members of the Strategic Planning Committee were Brad Bushman, Serdar M. Değirmencioglu, Julie Meranze Levitt, John M. McConnell, Scott Moeschberger, Robin Lynn Treptow, and Linden Nelson (chairperson).

#### Our DIVISION 48 STRATEGIC PLAN outlines our goals for three years:

- (a) enhance our leadership (e.g., update the Division 48 Handbook).
- (b) build organizational diversity (e.g., enroll diverse members, elect diverse members to the Executive committee, search out and implement places or ways for interested, active members to contribute in new and novel ways).
- (c) better promote the development of peace psychology (e.g., recruit members, conduct/evaluate Small Grants program each year, increase submissions to *Peace and Conflict*, increase academic/ educational opportunities in peace psychology, endorse peace psychology as a career option, collaborate with other peace-making organizations or APA divisions, develop community resources for violence reduction),
- (d) engage our membership (e.g., engage more with new members, create/maintain a database of information about members, improve communication between members and Division 48 leaders, improve newsletter and publish it regularly, create new working groups to match members' interests).
- (e) grow our services for members (e.g., build a mentoring program, improve the division's website).

**We encourage you to send your ideas, comments, and suggestions for implementing the five strategic plan initiatives to any Executive Committee member (see page 40).**

## Announcement of Opportunities for Division 48 Involvement

A significant number of openings at various levels in Division 48 have occurred, or will occur, that need to be filled. The Executive Committee views each opening as a chance to extend the number of members who can participate in the Division's work. Most positions can be filled by a student, a full member, or a fellow; a few are more specific, e.g., Student & Early Career Chair. Among these opportunities are:

- an additional co-chair of the APA Convention,
- a new Student & Early Career Chair,
- a number of liaisons from the Division to other organizations,
- members of the Strategic Planning Committee,
- D48 Task Force on APA Policy & Procedures Regarding Ethical Practice by Psychologists—membership is open to any interested D48 student, member, or fellow. Watch our Announce list for how to volunteer for this important task.

**IMPORTANT  
ANNOUNCEMENT**

The Executive Committee is accepting emails of inquiry as soon as possible to be able to fill these places by January 2020, or as soon thereafter as possible.

# Call for submissions—The Peace Psychologist

**Deadline 15 January 2020**

*This PDF version of the Fall/Winter 2019 The Peace Psychologist Newsletter has been sent out via the listserv and can also be found on the Peace Psychology website: [peacepsychology.org](http://peacepsychology.org). There are several very timely pieces in the newsletter so don't wait too long to look over the content! Thanks to all who contributed*

Please consider submitting an article for the Winter/Spring 2020 newsletter. Our Editorial Team will be reaching out.

We welcome the following types of submissions on or before January 15, 2020:

- Announcements
- Short article related to a topic in peace psychology
- Brief description of your work (research or practice) related to peace psychology
- Brief summary of your recent presentations or publications related to peace psychology
- Short article about a peacemaker
- A letter to the editor
- Any notice of recognitions/awards/congratulations
- Short article about an organization that works for peace
- Reviews of peace psychology textbooks, or other book relevant to peace psychology
- Peace related poetry, art, cartoons, & digital photographs (with copyright permission if it is not your work)

I am especially interested in the following:

- Articles showcasing a university's peace or social justice program(s); see the articles by Saybrook University students in this issue.
- Student or early career members (with a designated reviewer mentor) to review articles.
- Calls-for-papers, conferences, fellowships, job openings, and so forth for peace scholars.
- Member news—graduations, articles or books published, awards, and so forth.
- Feature articles on new members (e.g., student, early career, from another APA Division).

Submission length varies (500-3000 words). Please look over past issues to get a sense of length (see <http://peacepsychology.org/newsletter>). You may be requested to trim your submission.

Sometimes we get more submissions than we can handle. So, it might end up in a future issue, etc.

All submissions should be in APA format, with relevant APA style citations and references. Please keep the title of your article to 10 words or so.

Please include a 50-100 word author biography and a high-resolution photo of you, or relevant to the topic about which you are writing; we will print these as space allows.

+++++

Best Regards—Robin

**Submissions can be sent to [rtreptow@email.fielding.edu](mailto:rtreptow@email.fielding.edu)**

### Publication copyright policy for The Peace Psychologist

There is no formal agreement between the newsletter and an author about copyright; therefore, by submitting an article for publication, an author is giving *The Peace Psychologist* an implied nonexclusive license to publish the work. Copyright does not transfer unless an explicit agreement is made, so the author retains the copyright unless he or she explicitly agrees otherwise. See <https://www.apa.org/about/division/digest/leader-resources/copyright-release-newsletters> for more information.

## New Division 48 Members

Welcome to our New Division Members/Associates/Affiliates joining us in 2020!

### New Division Student Affiliates

Adam Simonson  
Katrina Sczesny  
Danna Bismar  
Cassidy Slade  
Anthony Lewis  
Maricela Smith  
Julia Catlin  
Janet Van Epps

Christian Rodriguez  
Kristen Kilgallen  
Nicholas Sherwood  
Courtney Clark  
Kathleen Griffin  
Matthew Engle  
Jeremy Pollack  
Megan Renner

### New Professional Affiliates

Claudia Diez  
Kirindi Odindo

### New Associate Members

Kimberlee Handloser

### New Members

Marcy Rubin  
David Bathory  
John Billig

### Editorial Comment

Aware that we may have overlooked worthy content, failed to respond to some member's inquiry to publish, slighted APA style rules, or otherwise fallen short of the rigor expected from an Editor Team, we humbly offer our Division 48 Membership this Fall/Winter 2019 issue of *The Peace Psychologist*. It has been a *JOY* and a *CHALLENGE* to gather content, forge an appealing format, honor our newsletter history, and strive to serve members. We welcome thoughtful feedback—ways to make the next issue of *The Peace Psychologist* better: What is missing? Ideas for new sections? Also, tell us what you like.

Comments can also be directed to any Executive Committee member, the Publication Committee (Fathali M. Moghaddam [moghaddf@georgetown.edu](mailto:moghaddf@georgetown.edu); Melis Ulug [melisulug@gmail.com](mailto:melisulug@gmail.com); John McConnell [dr.john.m.mcconnell@gmail.com](mailto:dr.john.m.mcconnell@gmail.com); Brad Bushman [bushman.20@osu.edu](mailto:bushman.20@osu.edu)), or Dan Aalbers ([dan.aalbers@gmail.com](mailto:dan.aalbers@gmail.com)) or Gianina Pellegrini ([gianina.pellegrini@gmail.com](mailto:gianina.pellegrini@gmail.com)) who have graciously agreed to review the newsletter and give feedback.

—Robin with Jeremy, Kisane, Joshua, and our student peer reviewers

## DIVISION OFFICERS

### Voting Members

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