A MESSAGE FROM THE PRESIDENT

A Good Start
Gloria B. Gottsegen, Ph.D., President

It is a pleasure to be in this position in light of the good work that has already been done by our relatively new division. Although our major divisional goals must remain the recruitment and retention of members, we have embarked on several ambitious projects for this year.

Several new committees have been formed which will increase the greater influence and visibility of the division both in APA and abroad. Among these with their Chairs are Public Interest - Florence Denmark, Public Relations - Irene Deitch; Peace - Michael Wessells and Carmi Harari; Internationalizing the Curriculum - Anthony Marsella; Committee on Living Abroad - Berta Davis; Student Awards - John E. Lewis; Mentoring Award - Lynn Rehm; Committee on Prescription Privileges - Jack Wiggins and Danny Wedding and Tests and Measurements - David Eckerman.

Please contact the chair of any committee in which you are interested.

We have submitted a proposal for an interdivisional grant from the Committee on Divisional and APA Relations with Division 44 (Society for the Psychological Study of Lesbian, Gay and Bisexual Issues) for an international conference.

The following divisions have designated official liaisons to Division 52 in recognition of our mutual interests - Society for the Psychological Study of Lesbian, Gay and Bisexual Issues (9), Society of Clinical Psychology (12), Society for the Psychology of Women (35) and Society for the Psychological Study of Lesbian, Gay and Bisexual Issues (44).

Work on the Divisional Policy and Procedures Manual is progressing well. This will enable succeeding officers and committee chairs to continue the work already begun instead of having to make a fresh start each time there is a change in leadership.

We are most pleased that two of our Board members have been selected among the APA's six NGO (Non-governmental Organization) representatives to the UN. Florence Denmark, a Past President and Ivan Kos, our newsletter editor will help promote international psychology's

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itical violence.

Harold Cook, Emeritus Professor of Psychology and Education at Columbia University Teachers College, brings to the team a rich background of cross-cultural work and peace research. He is particularly interested in issues related to the welfare of children and has a strong background in designing and developing educational and assessment programs in areas germane to the UN agenda.

Florence Denmark, currently Chair of Psychology at Pace University, is well known both nationally and internationally for her organizational leadership and for her many contributions on the psychology of women and gender. Florence has served as president of APA and of many of the other international psychology organizations represented at the United Nations. She brings to the team her own unique blend of scholarship and leadership.

Ivan Kos is a psychotherapist and lecturer with a particular interest in the psychological trauma in war zones, most specifically in the former Yugoslavia. His publications reflect his belief that psychological knowledge can and should be applied to all policy decision-making affecting human wellbeing. As a newsletter Editor for the APA Division of International Psychology, Ivan is up-to-date on worldwide development.

Deborah Fish Ragan is Chief of Evaluation for the Urban Women's Retreat, an organization that provides services for an ethnically diverse group of battered women. In her 15-year career, Deborah has also worked in HIV/AIDS prevention for adolescents, and women's health issues. Deborah brings to the team a strong combination of practical experience and analytic and research skills, as well as fluency in Spanish.

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International Psychology Reporter

APA Division 52 Newsletter

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ARTICLE SUBMISSION: For smaller articles (op-ed, comments, suggestions, etc.) submit up to 200 words by fax or e-mail. Longer articles (Division reports, academic articles, etc.) can run up to 1500 words and should be submitted on diskette, 3.5", IBM formatted. Time limitation in production requires all material to be submitted electronically.

Submit all materials to: Ivan Kos, PhD, Editor, International Psychotherapy Associates, 625 Main Street, suite 625, New York, NY 10044, Fax: 212-486-0174. E-mail: IKoslpa@aol.com

Submission deadlines for:
Spring issue - February 30, 2000
Summer issue - May 30, 2000
Fall/Winter issue - October 30, 2000

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NEWS FROM DIVISION 52

Nominations Committee
Florence L. Denmark, PhD, Chair
Robert Scott Pace Distinguished Professor and Chair of Psychology

As past-president of Division 52, I have served as the Chair of the Nominations Committee. The following individuals were nominated for the various positions that Division 52 members will elect when you receive your ballots from APA in the spring. The nominees are all highly qualified to hold office so in a real sense the division “can’t lose.” A brief biography of each candidate as well as each candidate’s goals for the division is presented alphabetically by position to assist in the selection process. The elected will begin their term in January of 2002.

President Elect - Harold Takooshian (presently a Member at Large and Fellows Chair) and Richard Velayo (currently Membership Co-chair)

Secretary - William Masten (our current Secretary who is running unopposed)

Council Representative - Fran Culbertson (current Council Representative who is eligible to repeat for a second term) and Susan Dutch (currently assistant Program Chair)

Member at Large - Uwe Gielen (Editor of the International Journal of Group Tensions), Anthony Marsala (former CIRP Chair), and Joy Rice (currently Chair of Women’s Issues Committee)

That's it for the slate, but I'd also like you all to know that Henry David has been selected by the American Psychological Foundation for the Gold Medal Award for Lifetime Achievement in Psychology in the Public Interest. Joe Matarazzo, a Fellow of Division 52, will receive the Gold Medal for Lifetime Achievement in the application of Psychology.

Please join me in congratulating both members for their achievements. I think it is wonderful news.

PRESIDENT-ELECT
(vote for one)

Harold Takooshian
Harold Takooshian, PhD, has served on the psychology faculty of Fordham University since 1975, and is the Director of the Fordham Institute. Teaching. Fulbright Scholar to the Soviet Union (Russia, Georgia, Armenia), and in Latin America (Universidades de Atacama and Talca). Research: 40+ publications include cross-national research on applied topics - feminism, law, social problems - with colleagues in Armenia, Chile, Italy, Japan, Kuwait, Russia, Taiwan. Professional service: Elected Vice President (1993-97) then President (1998-99) of Psi Chi, the U.S. Honor Society in Psychology; Board of Directors, Eastern Psychological Association (1996-99); International Council of Psychologists (3 committees). Within APA Division 52: Harold was a charter member of Division 52 as well as an initial Fellow of the Division. He helped establish criteria for Fellowship in the Division and was asked twice to serve as Chair of the Fellows Committee. He also served as Chair of the Division’s inaugural program committee (1998) and was elected to serve as the Division’s Member-at-Large on the Executive Committee.

Goals: As the program chair for Division 52’s inaugural APA program in 1998, I have seen how readily our psychology colleagues around the world have embraced our new APA international division. These next few years are important ones, to make ours one of the truly outstanding divisions within APA, and I would be honored to apply my energies and experience to make our division a vibrant one extending well beyond North America’s borders. I want to work toward increasing our international membership, as well as adding members from the United States. I also want to initiate collaborative projects with colleagues around the world. We must reach out to add more ethnic minorities and students to our division. I also hope to inform the larger APA membership about our activities and relevant international psychological issues, as well as to work closely with CIRP.

Richard Velayo
Rich is currently a full-time Psychology faculty at Pace University, New York. His PhD is in Educational-Cognitive Psychology at the University of Michigan, Ann Arbor, M.A. in Applied Behavior Analysis at the University of the Pacific, CA, and BA in Psychology/Sociology/Anthropology at De La Salle University, Manila, Philip... (continued on page 4)
has been Webmaster of the Division 52 website, and is the current Secretary of the Division. Dr. Masten is currently the Webmaster for International Society for Clinical Psychology, and is the co-chair of the web committee of the International Association of School Psychologists. He has presented papers at the APA convention on international issues and has served as a chair of Division 52 paper and poster sessions. His research interests include measure of depression in Mexican and Mexican-Americans. Dr. Masten has published more than 25 papers in journals and presented papers at APA, International Society of Clinical Psychology, International Association of School Psychologists, National Association of School Psychologists, and at Southwestern Psychological Association.

Goals: His goals as Secretary are to help increase the visibility of the Division and serve the Board any way he can.

COUNCIL REPRESENTATIVE
(vote for one)

Fran Culbertson
I am seeking your nomination for Council Representative for Division 52, of APA. I have been very active in the field of international psychology since 1948 and have received many awards and recognition for my work in the international arena as follows: President of International Council of Psychologists, Chair, APA Committee on International Relations Award for Distinguished Contributions to the International Advancement of Psychology, presently President of The Division of Applied Gerontology, International Association of Applied Psychology and Member of its Executive Board. I was one of the members who initiated and worked on developing our Division, and I can assure you that my heart, soul, and mind are dedicated to the work of our Division. As your representative to Council, I will support our endeavors and work towards engaging each of the Divisions of APA in international psychology, and our Division. I will carry out the goals of the Division and bring its concerns, wishes, and decisions involving international psychology to the attention of Council and fight for our hopes when needed. I have engaged in mentoring, and will continue to mentor, young psychologists into the international psychology arena. I promise to represent you honorably, faithfully, and to the hilt. 

SECRETARY
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William Masten
William G. Masten, PhD, is an Associate Professor and Director, School Psychology Program at Texas A&M University-Commerce. Bill was a bilingual school psychologist in Tucson, Arizona and a court psychologist in Detroit, Michigan. He has extensive work experience in Mexico. Bill earned a PhD and a certificate as a bilingual psychologist from El Instituto de Filologa Hispica, Saltillo, Mexico. Since 1997 Bill
to help initiate a Millennium Membership Drive, asking each current member to bring in one new member with the goal of doubling our membership. And a goal that is close to my heart is to continue to infuse gender and racial awareness, inclusion and diversity in all the programs, activities and policies of our Division.

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**International Committee for Women**

Joy K. Rice, PhD, Chair

The International Committee for Women of Division 52 is pleased to announce it will be sponsoring two symposia and a conversation hour at the meetings of the American Psychological Association in San Francisco in August, 2001. We invite all interested to attend and participate in this rich array of presentations and research on women internationally. A special Task Force of ICFW is also preparing a position paper on guidelines to avoid sexism and neocolonialism in international research on women, and we welcome your input. For a copy of the rough draft of the position paper, please contact Mary Ballou, Chair, <ballou@neu.edu> or Joy Rice, <jkrice@facstaff.wisc.edu>

1. Symposium on Clinical issues for women: Working across cultures

Lynn Collin, PhD, Chair, Joy Rice, PhD, Discussant

This symposium will present information about working therapeutically with women from outside of the United States. Clinicians need to achieve a better comprehension of international diversity, a multi cultural awareness pertaining to those who have lived much, if not all of their lives, outside of the US, if they are to respond to the increased travel among countries. The symposium will present information about the clinical issues of women from countries that differ in their language and culture, as well as women struggling to deal with the realities of war.

**Assault on the Soul: Women in the Former Yugoslavia**

Elly Kaschak, PhD

The first participant will discuss the development of systems for helping women war refugees from the former Yugoslavia. Application of feminist therapy, activism, and jurisprudence to the plight of women and children refugees will be described. This presentation will focus on the development of culturally relevant models and foci, while retaining a feminist and sociopolitical orientation. The role of witnessed testimony and the model of the reconciliation courts will be explained.

**The language of the soul: Psychotherapy with women across cultures**

Oliva Espin, PhD

The second participant will focus on the influence of language in the psychotherapeutic encounter. The presentation will focus on the language of the soul and the influence of the patient's language on the therapy process.

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From the Program Committee

Joan C. Christer, Chair

Susan Dutch, Co-chair

We want to thank the members of Division 52 for submitting over 100 proposals this year. Most of them were of high quality, so it was a challenging task to fit as many as possible into the 25 hours of program time our division was allotted. We are delighted with the strength of the program we've assembled, and we have received compliments about it from other program chairs, who were eager to co-list our sessions. See the summer issue of the Reporter for details of the program sessions.

We'd also like to thank the following colleagues and graduate students for volunteering to review proposals for us. All of the reviewers were diligent and timely in completing their work. We couldn't have managed without them!

- Tava Arnold, BS
- Irene H. Frieze, PhD
- Doris Howard, PhD
- Jason A. Nier, PhD
- Elyse Warren, MA
- Kimberley Chula, BA
- Jennifer A. Gorman, MA
- Jean Lamont, BA
- Heather M. Ulsh, MA
- Audrey L. Zakriski, PhD
- Lynn H. Collins, PhD
- Kay Greene, PhD
- MaryAnne McGinn, BA
- Richard Velayo, PhD
presentation will consider those therapeutic encounters in which therapist and client do not share the same mother tongue and/or the same cultural understanding of the process of therapy. Since the words we use for analyzing and describing emotions evoke and/or transmit our intrapsychic reality in the psychotherapeutic context, whenever the psychotherapeutic encounter is embedded in a cross-cultural or multilingual context, both therapist and client need to be aware of its effects.

Women in the Arab/Muslim World: Therapeutic Strategies

Amal Winter, PhD

The third participant will talk about therapeutic strategies with women living in the Arab/Muslim world. Clinical interventions need to focus on working within the Arab/Muslim Cultural subsystems, recognizing the problems, and working toward therapeutic resolutions. Speedy symptom alleviation, family therapy, cultural education and social advocacy are important avenues of change, as is knowing local community resources and support systems.

2. Symposium: Therapy with women in Mexico, Saudi Arabia, Thailand, and Cambodia

Lynn Collins, Ph. & Joy Rice, PhD, Co-Chairs, Ellyn Kaschak, PhD, Discussant

As the world becomes "smaller" by virtue of increased communication and travel across borders, there is an increasing need to be informed about diversity at the international level. This symposium will present information about working therapeutically with women from Mexico, Saudi Arabia, Thailand, Cambodia, and Burma without engaging in neocolonialism. Ethnic, cultural, religious, economic, and other considerations will be addressed.

Converging Forces: Mexican Culture and Clinical Issues of Mexican Women

Jeanne Hinkelman, PhD

The first participant will address the issues that Mexican women bring into treatment. Mexico has a wide range of cultural, ethnic, and religious influences. Socioeconomic status and sociopolitical issues also play a role in determining clinical issues. Mexican women may also have limited access to medical and mental health care resources, including information about psychological problems and their treatment. Approaches to treatment that take into account this context will be presented.

Personal Transformation: A Group therapy Program for Saudi Women

Nora Pharaon, PhD

The second participant will discuss personal transformation in a group therapy program for Saudi Arabian women. Stereotypical views held about women's role influence Arab women's personal and career decisions and their perceptions of themselves in relation to others and to their environment. The restrictions placed on women's roles in Saudi Arabia involve external barriers from traditional and cultural heritage supported by law and internal barriers which have been assimilated and internalized by women through the socialization process. This practitioner will discuss how group therapy can contribute to the empowerment of Saudi women and facilitate a more active role within their society.

Feminist Interventions for Southeast Asian Women Trauma Survivors

Kathryn Norsworthy, PhD

The third participant will discuss the potential of feminist collaboration in developing interventions for Southeast Asian women trauma survivors. Gender-based violence is a primary health and psychological threat for women in Thailand and Cambodia and among refugees of Burma. Collaboration with colleagues from these three countries resulted in a program designed to deconstruct the elements of gender-based violence from structural, institutional and personal perspectives.

3. Conversation Hour on International Research on Women

Frances Culbertson, PhD and Irene Frieze, PhD, Co-Chairs

This conversation hour offers an opportunity for general, informal discussion and exchange of ideas about issues, concerns, and strategies for doing international research on women.

Call for Papers

Sexuality in Later Life: Mental health issues

Clinical Gerontologist: the journal of aging and mental health will have a special issue which will focus on sexuality in later life and be co-published as a book. We are looking for articles focusing on specific topics relevant to issues in the assessment and management of clinical problems, especially case studies.

Examples of what we are looking for:
- sexual issues in widowhood
- aging celibates: priests and nuns
- sexuality and Alzheimer patients
- sexual issues in the nursing home
- elder victims of sexual abuse
- aging victims of sexual abuse
- sexual predators in late life
- sexual dysfunctions in old age
- STD's and their prevention in later life

We are NOT looking for:
- Eriksonian stage theory and/or Personality changes in later life.

Long term care: Mental health issues

Clinical Gerontologist: the journal of aging and mental health will focus on the aged in long term care in a special issue which will be co-published as a book. We are looking for articles focusing on specific topics relevant to issues in the assessment and management of clinical problems, especially case studies.

Examples of what we are looking for:
- aging Korean war vets: group therapy for PTSD in VA Hospitals
- depression in retirement homes for aging clergy
- spouses and children of institutionalized Alzheimer patients
- sexual issues in the nursing home
- abuse of patients in long term care
- abuse of staff by patients in long term care
- dementia among aged prisoners

Examples of what we are NOT looking for:
- Eriksonian stage theory and/or Personality changes in later life.

Contact: brink@uor.edu or write to T.L. Brink, Ph.D., Editor, 1103 Church St., Redlands CA 92374.
**NATIONAL NEWS**

**Working to Create A Violence-free Future for Children**

Julia Silva, PhD and Jacquelyn Gentry, PhD

Using information from decades of research on child development, aggression, violence, and prevention, the American Psychological Association (APA) and the National Association for the Education of Young Children (NAEYC) have launched the ACT - Adults and Children Together - Against Violence project. This exciting new initiative addresses violence prevention in the critical years of early childhood, ages 0 to 8, by focusing on the adults who are most influential in the children's lives - parents, teachers, and other caregivers.

"Kids learn more from what they see people doing than from what people say," says Jacquelyn Gentry, PhD, director of Public Interest Initiatives at APA. "Violence is primarily a learned behavior, often learned early in life, and children who learn constructive ways to resolve conflicts are learning violence prevention."

Few violence prevention programs focus on early childhood, a critical period when children learn basic skills for getting along with others. But ACT Against Violence is designed to fill this gap by translating research findings on early child development, aggression and violence, and evidence-based interventions into an early violence prevention initiative focusing on the adults. ACT emphasizes that the adults who spend the most time with young children -- parents, teachers, caregivers -- are the ones who establish the children's learning environment and consequently can help them to develop positive ways to resolve conflicts and deal with anger and frustration.

ACT Against Violence brings together two organizations with longstanding interest in violence prevention and children's well-being. The APA, with nearly 160,000 members, has synthesized behavioral and social science research on many aspects of aggression and violence, and its members have been on the forefront of research on violence for nearly a half century. Through its policies and programs, the NAEYC promotes positive early childhood environments and its membership of 105,000 early childhood educators work with hundreds of thousands of young children, mothers, dads, and other family members every day.

ACT Against Violence is a two-pronged initiative - it highlights early violence prevention by combining a national multimedia public service advertising campaign with community training programs.

**National media campaign**

Sponsored by the Advertising Council, Inc., the APA/NAEYC public service advertising campaign is designed to raise awareness about the important role of the adults in protecting children from involvement in violence. Ads have been developed by Flashpoint, a New York City advertising agency that has donated its creative services to design campaign materials and public service announcements (PSAs) for TV and radio. The television and radio advertisements will be distributed through the Advertising Council to TV networks and 50 major U.S. media markets around the first of March.

The ACT Against Violence media campaign includes a toll-free telephone number -- 1-877-ACT-WISE -- that viewers and listeners can call to request a brochure on violence prevention in early childhood. The Web site http://actagainstviolence.org will offer further information about the campaign, child development, and violence prevention for parents and teachers of young children. Campaign kits including fact sheets, brochures, press releases, and draft of a contact letter to local station public service directors are being prepared for distribution through the state psychological associations.

**Community training program**

The goal of the ACT Against Violence Community Training Program is to make early violence prevention a central part of a community's efforts to prevent violence. Designed as a 3-day train-the-trainers workshop for groups of 30-40 professionals, the ACT training program is for individuals who work with families and/or young children. The workshop program provides instruction on how to work with diverse groups of adults, how to disseminate child development information, how to select intervention programs, and how to design an action plan. It also offers model workshops and educational materials to be shared with others addressing core violence prevention skills -- problem solving, anger management, discipline, and media literacy. Participants in the ACT Against Violence trainings are expected to use what they learn in the workshop to enhance programming in their organizations and communities.

To develop ACT training in a specific community, a Local Coordinator, typically in an organization that can provide an administrative base for the project, directs the program and maintains liaison with national staff at the APA and NAEYC. Experienced trainers in the community are recruited as Instructors and trained by APA/NAEYC to conduct the workshops.

With a grant from the Packard Foundation, the APA and NAEYC developed the community-training program with assistance from experts in child development and violence prevention. In the summer of 2000, it was pilot tested in Washington, DC; the first workshop was conducted in partnership with the Monterey Peninsula College in Monterey, California last fall for 31 participants representing three counties in that area. An evaluative study assessed the short-term effect of the workshop and continues to monitor its impact in the community.

Currently, APA and NAEYC are working with Child & Family Resources, a community-based organization led by an APA member in Randolph, New Jersey, to implement the ACT training program in Morris County, NJ. This program is being funded by the AT&T Foundation. A program in Kansas City, to be supported by the Kaufmann Foundation, also is under development through Homefront, a community-based organization.

**Looking into the future**

APA and NAEYC encourage their members to participate in the ACT Against Violence project by promoting the media campaign and educational materials in their communities and by participating in local ACT training programs.

ACT Against Violence has received financial support from the Robert Wood Johnson Foundation, Kellogg Foundation, Los Angeles County Psychological Foundation, Foundation for Child Development, CDC Foundation, Metropolitan Life Foundation, American Psychological Foun-

(Continued on page 8)
APA and Partners Launch New Campaign Emphasizing Important Role of Parents and Caregivers in Modeling Nonviolence

January 25, 2001

APA Public Affairs Office
(202) 336-5700
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TV and radio messages to air locally; workshops to be held

(Washington, DC) --- A national violence prevention campaign, ACT - Adults and Children Together Against Violence, produced by the American Psychological Association, the National Association for the Education of Young Children and the Ad Council launches this month (February). The campaign, featuring radio and television public service announcements, a Web site, information materials and community-based training, is designed to remind families, teachers, and other caregivers of the important role they play in forming children's habits and attitudes about violence.

As learned through decades of research on child development, children's early learning has a powerful effect. The strategy behind the ACT program is to empower those people most influential in a child's life - parents and other caregivers - with the skills and motivation to model and teach young children positive, nonviolent responses to conflict, anger and frustration and to use discipline techniques that teach nonviolent problem-solving.

In addition to the communications materials, the ACT project includes a community training program the goal of which is to make early violence prevention a central part of a community's violence prevention initiatives. To do so, the ACT program will partner with community-based organizations or agencies to add early childhood violence prevention information and strategies to their on-going efforts.

"What makes this program unique," states Dr. Jackie Gentry, the APA project director, "is its focus on families and other caregivers. Many of the violence prevention programs that exist today focus on changing the behavior of adolescents. The ACT program is about preventing violence before it starts by helping families create environments in which their kids learn to solve problems by non-violent means."

"The ACT campaign strategy is based on more than four decades of research on the causes of violence," says Dr. Raymond D. Fowler CEO of the American Psychological Association. "Research has told us that violence is a learned behavior; therefore, violence prevention can also be learned. It is my hope that this campaign will empower thousands and thousands of families and communities to put their children on a pathway to nonviolence."

APA and state association members are encouraged to lend their support to the ACT project by either contacting public service directors in your community or by helping to bring the ACT training program to your town or city. For more information about the campaign or on how to volunteer please visit the campaign web site at www.ACTagainstviolence.org or contact Dr. Jackie Gentry at 202 336-6046.

Psychologists Affirming Their Gay, Lesbian and Bisexual Family

Organizing Committee:
Laura S. Brown, Donald K. Freedheim, Marvin R. Goldfried, Ritch C. Savin-Williams, Wendy K. Silverman

This is to announce the beginnings of a newly formed network of psychologists who are coming out in open support of their gay, lesbian and bisexual family members. As psychologists, we feel it is time to have our voices heard, especially in light of the hateful and damaging misinformation being put out by such people as "Dr. Laura" and those professionals advocating so-called conversion/reparative therapy.

The goals of the network are as follows:
• To openly support our GLB children, grandchildren, brothers, sisters, nieces, nephews, cousins, aunts, uncles, mothers, and fathers
• To impress upon less accepting family members the importance of supporting their GLB relatives
• To advocate gay-affirmative research and clinical work on GLB issues
• To encourage mainstream psychology to recognize and incorporate clinical and research work on GLB issues
• To assist GLB advocacy groups by providing research information and by testifying before legislative bodies

At this stage, the network is new, but growing steadily. If you would like to add your name to the list, or would like to pass this information on to a colleague or family member, please e-mail, write or call:

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INTERNATIONAL WOMEN VICTIMS OF ABUSE

Wayne Anderson, PhD
University of Missouri, Columbia

Pakistani Women Victims of Abuse

Story ran on Sunday, February 18, 2001
(Reprinted with the permission of author)

Islamabad, Pakistan

The children, between 6 and 12 years old, were obviously shy around us, the strangers. Several of the girls were brave enough to send us cautious smiles. They were refugees from Afghanistan bound for the United States.

Barbara Bauer, a psychologist with the International Psychosocial Trauma team from the University of Missouri-Columbia, visits Pakistani women who are victims of abuse and are staying at the shelter. Wayne Anderson photos.

"These particular children and their mothers are refugees from the Taliban in Afghanistan," said the director of the shelter and rehabilitation center for abused women and children. "They aren't safe here in Pakistan. We don't know where they'll be placed until we've left, but in the past, some of them have gone to St. Louis."

The Taliban, the extremist Islamic group that controls Afghanistan, has sent millions of citizens fleeing to neighboring countries.

The shelter director, a Pakistani psychiatrist, explained that she and her colleagues were teaching the children English and preparing them for changes that a move to the United States entails. They expect the mothers will have a harder time than the children adjusting to the new life.

With members of the International Psychosocial Trauma Team from the University of Missouri-Columbia, I was visiting with the staff who were working to help solve many of the problems of abused women and children in Pakistan. Besides our leader, child psychiatrist Arshad Husain, our team consisted of psychologists Barbara Bauer and me, along with two observers, Danny Wedding and Arshad Bhutts.

The agency battling a myriad of social problems is called SACH, or Struggle for Afghanistan. Besides our leader, the staff who were working to help solve many of the problems is called SACH, or Struggle for Afghanistan. The agency had many different programs, each supported by a different international nongovernmental agency. The program that concentrates on preparing Afghan refugees to immigrate to the United States is among its many responsibilities.

Four of the physicians and psychologists with whom we were discussing the agency's problems had been participants in a three-day workshop on trauma psychology that our team had just finished in January. Our workshop was part of the 13th International Psychiatric Conference sponsored by the Pakistan Psychiatric Society.

The Taliban

Officially there are 1.4 million Afghan refugees in Pakistan. Unofficially, I understand, there might be another million. This means Pakistan has the distinction of hosting the largest refugee population in the world.

Art is frequently used in working with traumatized children in therapy. Drawing allows children to express feelings they might not be able to talk about. It might be important to ask the child whether he or she would like to add or omit anything in the drawing to make it safer. Additionally, asking children to draw pictures of a safe place might help to empower them and encourage the expression of feelings. It is important to let children know you appreciate their sharing with you.

Common themes in these drawings by the abused children from SACH include a need for safety and security, as depicted in abandoned homes or homes in which there is no access or means of support. It is interesting that there are no indications of adults in these pictures, which might indicate a sense of loss or abandonment.

Many of the children's drawings indicated they were anxious and/or depressed and were using fantasy or regression as a means of coping. A sense of loss is indicated by the children depicting themselves and others crying or running away from things. A sense of powerlessness is shown in many pictures by omission of arms or legs in the drawings. In several cases, the body is left out.

Several drawings indicate a deep sense of anger by the presence of weapons. However, other drawings indicate a sense of resiliency and hope for the future by including vibrant landscapes and healthy plants and trees.

(Kathy Dewein is a psychologist with the Missouri Department of Social Service's Division of Youth Services.)

According to Human Rights Watch, Amnesty International, the United Nations and the U.S. Department of State, the refugees have plenty to flee. The Taliban controls all major cities in Afghanistan and imposes its strict interpretation of Islam. The Taliban regime accepts neither the notion of secular law nor international human rights norms.

After the Taliban took power in 1992, religious laws, called sharia, were introduced in the entire country. Laws and decisions contrary to the sharia have since been abolished. The interpretation of those laws might vary from district to district depending upon the conceptions of local leaders.

What consistency there is results from the Taliban's establishment of the Ministry for the Enforcement of Virtue and the Suppression of Vice. Any person acting against Islamic rules, as interpreted by this group, is frequently given punishment that involves beatings by "religious police." In many cases, the person making the accusations is also judge, jury and punisher.

According to Amnesty International, thousands of women have been physically restricted to their homes under Taliban edicts that ban women from going to work or leaving home unaccompanied by a close male relative. Girls are restricted from going to school at the risk of physical assault by Taliban guards if they leave home without a reason acceptable to them. Some women have
Refugees from Afghanistan

Pakistan has major problems providing services for its own population. For the past two decades, the country has paid a staggering price for fulfilling its moral obligations toward a large refugee population in need of international protection.

At the peak of the exodus there were more than 3.5 million Afghan refugees in Pakistan. In many districts, refugees outnumbered the native population, causing many problems. For example, being a pastoral people, the Afghan refugees brought their cattle and livestock. This resulted in the denuding of entire mountain ranges and severe soil erosion. At times, Pakistan has attempted to prevent further immigration, but border control in the mountains is almost impossible.

Another problem is that Pakistan lacks the means to protect the refugees from Talibanic retribution. In addition to the general hardship experienced by many refugees in Pakistan, some have been the targets of intimidation, harassment and even assassination by Talibanic armed groups operating in Pakistan.

These Afghanistan refugees fled the Talibanic, an extremist Islamic group that controls Afghanistan. The refugees live in a shelter in Islamabad, Pakistan, and are preparing to immigrate to the United States. Previous Afghan immigrants have settled in St. Louis. Wayne Anderson photo.

Secular-minded Afghan academics and professionals, as well as members of Afghan political parties opposed to the continued fighting in Afghanistan, have faced frequent threats by these Afghan armed groups in Pakistan. Educated Afghan women, particularly those working for the education and welfare of Afghan women and children refugees, have also been threatened.

In many instances, the Pakistan authorities have been ineffective in their response to threats against Afghans. They have been unable to provide adequate protection to prominent Afghans in Pakistan and to bring to justice the perpetrators of political killings. Some of these endangered groups are seeking refuge in countries such as the United States where the Talibanic cannot reach them.

The role of the United States

During 2001, the United States plans to admit up to 80,000 refugees. Government officials feel the action is justified by humanitarian concerns or is otherwise in the national interest. Ten thousand refugees will be from the Near East and South Asia. The children and their mothers whom we met in Islamabad will be in those numbers. That means that the United States will be able to take only a small number of refugees from around the world who are in danger.

Our experience with other refugee populations that have settled in St. Louis, Boston, Minneapolis and Des Moines, Iowa, indicates that children adjust quite well to the change. They quickly learn English and take up American ways. Their parents have many more problems, and some are sorry they came despite the dangers in their own country.

Rebuilding shattered lives

Besides working to help refugees from Afghanistan, SACH works with torture victims, sexually abused children and women who are victims of violence. In regard to helping victims of spousal abuse and child sexual abuse, Pakistan is about 30 years behind the United States. The agency is dealing with such problems in large numbers, despite people who do not want to admit they exist and consequently refuse to discuss them. SACH is housed in a modern building. That the agency has good quarters was not by plan. Built by the government, the building's main purpose was to provide an opportunity for the draft involved in its construction. The building has group bedrooms and other facilities for both refugees and local women and children who have been the victims of abuse. In addition, SACH runs regular workshops and therapy sessions to help trauma victims whose lives have been shattered. One of the therapists at the agency uses art to help the children deal with the traumas they have faced.

A group of Pakistani boys who have been victims of sexual abuse put on a talent show for us. They work jobs in the mornings and have classes in the afternoon. More important, they are in a protected environment.

We visited another agency in Islamabad that deals with abused women, and there was much discussion with staff members about the need for Pakistan to revise some of its laws to protect women against physical abuse, rape and honor killings. If a woman is raped in Pakistan, she is stigmatized. As a result, women rarely report rapes.

Agencies like SACH cannot solve the refugee problem, but they are part of the solution and make a huge difference in the lives they touch. We hope funds can be found to bring a group of mental health workers from Pakistan to Columbia this summer to give them further training on trauma psychology.

Wayne Anderson is an emeritus professor of psychology at the University of Missouri-Columbia.

CALL TO MEMBERS:

To submit short academic articles up to 1500 words, viewpoints of approximately 200 words, relevant news regarding research in intercultural and/or international psychology, as well as a news regarding upcoming programs, courses, or job opportunities.

You are also invited to submit your expressions of interest to participate in particular research, or your desire to join specific programs. You may also share your knowledge of international positions available, and/or your wishes to engage in or announce any other pertinent international contact.

The next issue of The International Psychology Reporter is scheduled for Summer 2001. Please send your contributions by May 30, 2001 to:

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Students' Page

Hong Kong Students' Views of the Future Before the Handover

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Hing-chu Lee and Brian Scott, Department of Psychology, University of Hong Kong

Abstract

Hong Kong and American university students listed expected personal and societal events. They evidenced a transcultural concern for future developmental tasks in both 1984 and 1994. Both groups perceived a large number of political events with Hong Kong students listing more than Americans and often mentioning the anticipated 1997 handover.

Introduction and Hypotheses

On July 1, 1997, the British handed over the control of Hong Kong to the People’s Republic of China, ending a 99-year lease on most of the territory. History has few comparable events of the peaceful change of sovereignty affecting the identity of six million people. Anticipating the handover, we collected data from Hong Kong and US university students in 1984 and 1994. A review of the literature on the psychology of time shows many experiments are about time estimation, sense of the passage of time, or orientation toward the past and present, and a few recently on future orientation (e.g. Zaleski, 1994; Zimbardo, 1999). Many of the procedures used are questionnaires or inquiries about specific feelings or areas. We used open-ended procedures developed earlier for cross-cultural studies in India, Australia and the US (Mehta, Rohila, Sundberg & Tyler, 1972; Sundberg, Poole, & Tyler, 1983; Sundberg, Tyler & Poole, 1984). In this report in addition to personal futures we present seldom-researched societal future-thinking, concentrating on the content of findings in Hong Kong in 1984 and 1994. Other aspects of the study were presented elsewhere (Sundberg, Scott & Lee, 1996).

The study was largely exploratory, but we made several hypotheses. For personal futures, we expected strong transcultural concern for developmental tasks— that is, the largest number of personal future (PF) events would contain life-developmental markers, such as graduation, marriage, and children. Based on our previous research and on the general theory of cultural differences in individualism and collectivism (e.g. Ho & Chiu, 1998; Triandis, 1995), we predicted that US events would refer more to their own life tasks such as courtship and marriage and children, and to acquisition of things, such as cars.

For societal events (SF), the most obvious guess was that HK versus the US respondents would mention the handover to China in 1997 and would increase these mentions over the decade. We expected that HK students would give more political events than Americans and more in 1994 than in 1984. Because in a collectivist society families take care of their own, we expected less mention of human services events in HK than in the US.

Samples and Procedures

The subjects in both sites were undergraduate students in beginning psychology courses at the University of Hong Kong and the University of Oregon. The two samples in Hong Kong (HK) numbered 96 (36 men and 60 women) in 1984, and 108 (36 men and 72 women) in 1994. The American samples included 78 (34 men and 45 women) and 118 (41 men and 77 women) at about the same times. All HK subjects were of Chinese ethnicity; in the US only native-born Americans were used. At the University of Hong Kong the language of instruction is English, and all tests were given in English.

The instructions for the Personal Events in the Future (PF) were to write ten events “that you think will happen in your life in the future,” to say whether the events would be pleasant or unpleasant, and to give the approximate time the events would occur. The coding system covered time span (the median number of months until the event occurs), proportion of pleasant to unpleasant responses, and content categories, such as education, marriage, work, and death. The form for Societal Events in the Future (SF) was the same, asking for ten events "that you think will happen in society or the world in the future." SF content coding categories covered general topics, such as biological, political and lifestyles, and sub-topics. SF coding is still exploratory.

Results

The content of both PF and SF events showed many more cultural differences than would be expected by chance, using chi square. As expected, the highest PF frequencies were in three categories relevant to the commonly shared social clock. The majority of the subjects in all groups mentioned events related to Education (over 90%), Work (over 60%) and Courtship & Marriage (over 60%). Education and Work showed no significant differences for culture or decade. Courtship and Marriage showed a significant cultural difference in both 1984 and 1994, with more Americans using that category. Mentions of Children were much higher in the US in both decades (53 & 59% vs. HK (14 & 29%) -- in line with significant differences on Courtship and Marriage (81% in US; 66% in HK). HK students expected more Leisure and Sports events than US students in both decades (ranging between 10% and 43%). Contrary to hypothesis, there was no significant cultural difference in Acquisition of things (ranging from 12 to 30). In both 1984 and 1994 HK students foresaw personal Emigration at a low figure (5% and 6%).

SF responses were coded into general categories and, under those, into specific sub-categories. The most mentioned SF category was Political (between 88% and 98% in both places at both times), with Hong Kong subjects giving more such events than Americans. There was no significant increase in percentage in HK people mentioning politics between 1984 and 1994 (96%) -- not surprising by hindsight because of the difficulty of exceeding the earlier high level. Most HK respondents in 1984 and 1994 listed the 1997 take-over by China, but almost no Americans. Human Rights was on the minds of more US students (19 and 12%) than of Hong Kong subjects (5 and 4%), despite the Tiananmen Square event in 1989. All groups frequently mentioned the sub-category, War (42-62%), but figures for 1994 were lower than for 1984, probably reflecting the end of the Cold War.

Another much used SF event category was Physical/Environmental (ranging from 45 to 72%) with technology forming a prominent part, especially in the US (33% as compared with HK (14 and 10%). Awareness of Natural Catastrophes increased in both places (6 to 19% in HK, 4 to 36% in US), as did mentions of Pollution in HK (2 to 11%). Economic events were prominent with about half of all subjects (45 and 55% in HK; 66 and 47% in US). Aware-
The International Psychology Students' Organization (IPSO)

On August 21, 1999 at the 107th annual convention of the American Psychological Association in Boston, Massachusetts, a very exciting Conversation Hour entitled, "An International Student Group for Psychology: Desirable? Feasible?" was attended by approximately 23 individuals. Among the participants were representatives of both national and international organizations of professional psychologists, and students' representatives from the US and Canada. Later on, this proved to be the first of a series of meetings on the topic of an international psychology students' organization.

The participants expressed their excitement and enthusiasm to begin the enactment of such an organization. However, it was agreed that while such an organization is desirable and may indeed be feasible, it will likely prove to be a very difficult task to create this type of international student group. Following the conversation hour, a listserve was begun to provide a forum for students to facilitate communication among those present at the APA conversation hour. Since that time, several students have expressed their ideas and thoughts on the formation of such an organization.

Since August 1999, three more discussions on this same topic have taken place: one at the 108th APA meeting, one during the International Council of Psychologists meeting in Padova (Italy) and one during the International Congress of Psychology 2000 in Stockholm (Sweden).

Approximately 20 students were present at the meeting in Stockholm, from countries as diverse as Argentina, Belgium, China, Denmark, Finland, India, Sweden, and the United States.

Apart from that, it was also at the International Congress of Psychology that a Steering Committee was formed, consisting of: Christine Chambers, the current student representative of the Canadian Psychological Association (CPA); Shannon McCaslin, Co-Chair of the Student Committee of Division 52 (International Division) of the American Psychological Association (APA), who - thus far - has been present at all meetings on this topic and had initiated the organization of several of the sessions regarding this idea at the various meetings; Nana Opoku Owusu-Bahene, a psychology student.
CROSS-CULTURAL PERSPECTIVES

Resilience and Culture

Edith H. Grotberg, PhD
Civitan International Research Center, UAB; Institute for Mental Health Initiatives, Center for Public Health and Health Services, George Washington University, Washington, DC, USA

Cultural characteristics: Stable or variable?

Studies of the characteristics of specific cultures as well as differences and similarities among cultures, provide critical insights for understanding the role of culture in various personal and social interactions, and in providing services. Certainly, there are differences in the Aristotelian logic of western cultures and the dialectical or compromise approach of eastern cultures, to resolving problems (Peng, K., & Nisbett, R.E., 1999), and differences in the mechanistic model of western medicine and the energy model of eastern medicine (Hiew, C.C., 2000).

But, there is a potentially dangerous assumption that cultural differences are clear and recognizable, do not vary, and, therefore, lend themselves to research and to program development, especially the development of service programs. This assumption tends to ignore the transitional nature of many cultures, the phenomenon of acculturation, and, most of all, the universality of human needs and concerns. All parents, for example, want their children to learn how to deal with the adversities of life they will inevitably face. Resilience in facing the adversities of life is present in every society and in every culture. And, although it is promoted and demonstrated in sometimes similar and sometimes different ways, it is always within the recognized factors of resilience (Grotberg, E., 2000).

However, the limits of identifying characteristics unique to cultural groups are well described by J.S. Phinney (1996). In reviewing the literature, she indicates that much of the research is limited in definition, measurement and differentiation of group characteristics. The results are generalizations rather than specifics about whether a cultural group stresses individualism more than collectivism; independence more than interdependence; separation more than family affiliation; acquisitions for self more than generosity; self fulfillment more than interpersonal harmony. And, these are not categorical so much as continua along which individuals and groups vary and, indeed, change over time. Not only are cultural characteristics on a continuum, they also vary as a result of changes in society and of various program interventions.

The International Resilience Research Project (IRRP)

Resilience is defined as the human capacity to face, overcome, be strengthened by, or even transformed by, experiences of adversity. Interest in resilience as critical to human development and behavior began in the 1970s when researchers found many children who lived in pathological settings were not damaged by the environment; indeed, were happy, successful and full of hope (Glantz, M.D., & Johnson, J.L., Eds. In passim, 1999). In short, these children were resilient. From that early research, many studies emerged, both nationally and internationally, including the International Resilience Research Project (IRRP) (Grotberg, E., 2000).

The objectives of the International Resilience Research Project (IRRP), were: a. to determine how resilience is promoted in children and adults; b. to identify age, gender and cultural differences in the promotion of resilience; and c. to derive information for developing programs to promote resilience in different settings and cultures, and with different experiences of adversity. As parents begin the transmission of culture at infancy, the impact of culture was assumed to be present in the research results.

The data were gathered between 1993 to 1997, with the oversight of an International Advisory Committee, from parents and children at 27 sites in 22 countries. The major findings were: a). one third of respondents exhibited resilience and the ability to promote resilience; b. by the age of 9, children were able promote their own resilience as well as their parents, but sought more help; c. socioeconomic status had an insignificant impact on resilience; d. boys and girls exhibited the same frequency of resilience, but with different styles: boys being more pragmatic and girls turning more to interpersonal relationships; and, e. cultural differences exist but do not prevent the promotion of resilience.

Cultural differences were marked primarily by the degree of control in relation to the degree of autonomy parents give to children; the kinds of punishments parents use and the reasons; the age at which parents expect children to solve their own problems.

(Continued on page 14)

Two Year Postdoctoral Position at the Max Planck Institute for Psycholinguistics in Nijmegen (Netherland)

The Max Planck Institute for Psycholinguistics (Nijmegen, the Netherlands) has an immediate opening for a 2 year postdoctoral position in the research group Neu­ro­cognition of Language. This research group exploits different brain imaging techniques ERP, fMRI, PET) to investigate the human language system see http://www.mpi.nl/world/groups/neuro/neuro.html).

For this purpose, the research facilities in the newly established F.C. Donders Centre for Cognitive Neuroimaging see http://www.mpi.nl/donders) will be used, next to the ERP labs at the Max Planck Institute.

The researcher we are looking for has hands-on expertise in fMRI and/or ERP recordings with a background of language-related research.

For information and application, contact or write to (asap):

Prof. dr. Peter Hagoort
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Changing cultures, preserving universals

Intervention programs or social changes can affect and change implied consistence of cultural characteristics. An intervention program in Sudan (Groebeg, E., & Badri, G., 1992), involved demonstrating to parents how to promote the development of their three and four year old children. The results indicated that parents were willing to adapt new behaviors, not necessarily consistent with their culture, if they felt the changes were beneficial to their children. The observed changes in the mothers' child rearing practices included: increased interactions with their children; displaying more interest in their children as well as more tolerance and patience; responding to the children's curiosity and encouraging them to explore; and shifting from punishment of unacceptable behavior to verbal rewards for acceptable behavior. The measured changes in the children's development level were significant. These changes suggested greater flexibility with cultural groups than expected, especially when clear benefits to the children were perceived.

A.C.S. Cheong (1996), examined changes in traditional cultural values of Singapore, which involved changes from traditional values of harmony, group orientation, etc., to more western values of independence, competition, etc. The results indicated that independence and competition were emerging as values, especially in the economic area. Data from the IRRP found that in Taiwan and Japan, educational competition occurred as early as the preschool level, where tutors are often hired to prepare the young children for an educational advantage when they enter school, and also as they continue in school. Another study in Taiwan (Chia, R., et al., 1997), indicated that the Chinese are competitive and aggressive with outside groups but not with inside groups, where vertical relationships demand obedience and dependence.

The results of the IRRP indicate that when facing an adversity, the various cultural groups drew on the same pool of resilience factors, but not necessarily the same ones or to the same degree. An example is provided from the IRRP data of three countries and cultures: Katataka, Namibia, a former Homestead for Blacks; Yerevan, Armenia, maintaining traditional family systems while under the control of the USSR; and Metropolitan Khatom, Sudan, a country in a continuous st-te of civil warfare. The responses to the following constructed situation of adversity reflected cultural differences and similarities:

Nine year old Rita (name was changed locally to reflect a more familiar name) walks to school every day and passes a place where a group of older children stand around. When she passes them they call to her, make fun of her and sometimes push her. She has become so frightened she refuses to go to school any more and tells her mother she is sick. Her mother knows she is healthy.

To summarize the findings as related to cultural differences, Namibian children received more empathy and communication, are seen as lovable and are encouraged to seek help. Armenian children received more help in becoming autonomous and in becoming confident. Sudanean children received more encouragement to become autonomous and independent. Children from each country drew on the resilience factors of trusting relationships, but in Armenia the children also expected help in becoming more autonomous. Sudanese children rely heavily on their own autonomy; Namibian children rely on being responsible for their behavior; and Armenian children draw more on confidence and hope, seeing themselves as lovable and having self respect. The children all had problem solving skills, but Armenian children relied more on communicating feelings and exploring alternative solutions. Cultural differences play roles in which factors are promoted and used, but parents of all cultures indicate concern about their children learning to deal with adversities.

Resilience and services, a caution

Growing interest in recognizing cultural differences is commendable. However, when interacting with people from different cultural backgrounds, especially in providing services, it is extremely difficult to establish clear similarities and differences. Perhaps a safer, more empathic approach is to begin with the universal needs of all people and when entering the sphere of more specific cultural differences, to permit the recipient to guide the provider in what is acceptable. Questions like, Is this acceptable to you? Do you have any questions? Will you let me know when I am making a mistake or offending you? and being sensitive to body language if verbal responses are difficult, seem to show respect for cultural differences rather than assuming knowledge about the differences specific to the person or persons served.

References


Identification of Talent in Developing Countries

Peter F. Merenda, PhD
University of Rhode Island

In the fall/winter 1999 issue I wrote a piece, "Recollection of Nearly 40 Years of Conducting Research Internationally in the 20th Century". In that piece, I described my involvement in three longitudinal international research projects in psychology. The foremost of these was the Talent Project in Sicily (1967-1997). Now as we are about to enter the 21st Century and Third Millennium AD, the editor, Ivan Kos, has asked me to elaborate on usefulness and desirability of identifying and utilizing the latent talents of a nation's youth, particularly of underdeveloped and developed ones.

Manpower needs are continuing to remain acute on a universal scale. These conditions are especially serious in geographical areas that have been relatively dormant in industrial, commercial, and cultural pursuits, but which are gradually entering a development phase. In the middle of the 20th Century both US and Canada found themselves in this precarious situation. In 1959, the US Commissioner of Education signed a contract with the American Institutes of Research at the University of Pittsburgh. That agreement officially initiated a large-scale longitudinal study of 20 years duration for the purpose of determining the best methods for identifying and utilizing the talents of American youth in the United States. Thus was created the first and perhaps most famous of Talent Projects. The director was John C. Flanagan. In the same year, a parallel program, on a smaller scale was initiated in Canada. The Canadian Project Talent was more restrictive since it involved only one province, Ontario, and continued only for three years. The study was undertaken by the Department of Educational Research of the Ontario College of Education, under the general direction of professor Alan J.C. King. The project was supported in part by grant from the Carnegie Foundation, and became known, officially, as the "Carnegie Study". A most important and useful outcome of the study was the development and utilization of a computerized data bank known as the Carnegie Human Resource Bank. Readers who may be interested in reading the details of Projects Talent in the US and Canada are referred to: 1) Projects Nos. 226, 1962, and 566, 1963, US Office of Education, Washington DC; and 2) Department of Field Services of the Institute for Studies, 102 Bloor St. West, Toronto, Ontario.

In developing the Talent Project for Sicily, the information, data, and culturally-adapted standardized instruments of the US and Canadian projects were utilized, with permission and cooperation. A full progress report on the Sicilian and other national projects were reported in a symposium at the 17th Congress of Applied Psychology held in Liege, Belgium in 1971. Participants were: Peter Merenda, Chair; Giuseppe Migliorino, Italy; Jitendra Mohan, India; and T.K. Pieris, Sri Lanka.

The Project Talent in Sicily was first announced by me as a Senior Fulbright-Hays Research Scholar in Psychology in Italy, in a lecture delivered at the Institute of Psychology, University of Dusseldorf, Germany, on February 20, 1968. At that time, a number of similar cross-cultural projects were either already in progress or in the process of being initiated internationally. Among these were, with the principal investigator noted: H. Bourtourline-Young (Boston, Rome, Palermo, Tunis); J. Ditthorn (Chile); H.C. Lindgren (Brazil and Lebanon); P.F. Santos (Brazil); N. Trowbridge (India, Honduras, and Guatemala).

These national and international research projects were initiated by nations, with the realization that each year a great amount of human resources and talents of youth were being wasted throughout the world. A major portion of this waste of manpower was likely due to two causes: 1) the failure of a nation's youth and those responsible for guiding the lives of these youths to identify and classify the latent abilities and special aptitudes existing within these populations; and 2) the failure of a nation's educational system to properly nurture the talent and, therefore, capitalize upon this resource in fulfilling its manpower needs.

As a result of these failures practically every country in the world was at that time, thirty-five years ago, confronted annually with a serious manpower problem. On one hand, there was an overabundance of a highly trained and skilled population in the labor supply for positions and jobs for which there was no demand in the nation's economy. On the other hand, there was an acute shortage of manpower supply where there were critical demands and needs to be filled. The consequences of these imbalances, especially in the less-developed countries, were: 1) the need to import labor from the outside; 2) a generally high level of unemployment, even among the most highly-educated youth; 3) a consistently high rate of exodus of nation's youth to other lands where career opportunities are greater; and 4) a retardation, if not a halt, in the rate at which the country's new industrialization plan and economic growth can develop. These were the conditions and circumstances developing nations and their researchers faced in the latter half of the 20th Century. The human resources problems today remain the same. Perhaps, only the countries are different, and in greater numbers. The world-wide dynamic political and economic developments and events have created a greater and more urgent need for the initiation and support of large-scale Project Talent, especially in the newly emerging developing nations.

Commensurate with this plea for revitalizing Project Talent universally, especially in developing nations or in developed countries which may desperately need them, the objective of the Project Talent in Sicily are summarized herewith: 1) To survey on the basis of a stratified sampling, the availability of latent talent and special skills among the youth to determine what are the manpower needs of business and industry; 2) To develop and apply a battery of psychological assessment instruments to measure both cognitive and affective abilities, aptitudes, and behavioral characteristics of a nation's youth; 3) To consult with the nation's minis
Most of psychology has seen a slow but discernable trend toward recognizing beliefs as elements within larger belief hierarchies or as elements within neural networks, abandoning the view that beliefs are isolated phenomenon. Social psychology started early in the movement to regard a belief as a unit in a more or less integrated system of beliefs, particularly in the area of persuasion research (McGuire, 1985). The discipline of political psychology has been the beneficiary of this trend. Rokeach (1956, 1960, 1968) was well ahead of his time in proposing Belief Systems Theory (BST). His theory is fundamentally a theory of psychological, linking personality features to political beliefs.

According to BST (Rokeach 1960, 1968) an important characteristic of a belief is its centrality -- its interconnectedness to other beliefs in the system. Centrality is a consequence of the functional dependencies between beliefs (Hamilton & Mineo, 1996, 1999, Rokeach, 1968). Such dependencies result in an organization of belief systems into three regions -- the central, intermediate and peripheral regions. Rokeach claimed that the central region contains primitive beliefs about the nature of the self, the physical world and the generalized other. The intermediate region contains beliefs about the nature of authority, and beliefs about other people's reliance on authorities. The peripheral region contains beliefs derived from the primitives of the system, and it would be here that one would find political beliefs. Thus, Rokeach provided a framework for characterizing the peripheral region through processes controlled by beliefs in the intermediate region, which beliefs are, in turn, dependent upon personality characteristics represented by the central region.

We were drawn to Rokeach's work due to our interests in two different areas of communication research. One of us had been working in the area of persuasion, applying an evolved version of information processing theory to explain evaluations of persuasive messages and their sources (Hamilton, 1997; Hamilton, Boster, & Hunter, 1993; Hamilton & Stewart 1993). The other was attempting to characterize the cognitive processes by which communicators construct, interpret and evaluate arguments in everyday interaction (Hamilton & Mineo, 1999, pp. 89-92). These interests may seem closely related but, unfortunately, the history of the communication discipline has been such that persuasion research and the study of argumentative discourse remained rather separated. We thought of Rokeach's work as suggesting a way to integrate these approaches.

The Role of Ethno-Logics

The key to the synthesis of approaches was the concept of ethno-logic. An ethno-logic is a person's system of criteria used in the process of evaluating and justifying beliefs, and learned primarily through the practice of arguing. Preferences for divergent patterns of belief justification can be traced back to personality variables and a person's interaction within a given speech community. These patterns of justification are crucial for persuasion since they form the basis for evaluating the degree of acceptability of derived beliefs, such as those found in most political messages.

The initial framework for BST that Rokeach developed was an explanation for differences in open- and closed-mindedness that he called dogmatism. He conceptualized the intermediate region primarily as beliefs about authority. We expanded his framework by proposing three general types of ethno-logic: authoritarian justification, critical justification, and emotional justification. Authoritarian justification is the reliance on authorities, especially those associated with one's referent group, for the derivation of beliefs. Critical justification is the tendency to systematically process the support for beliefs through assessing the internal consistency of arguments, consistency with previous knowledge, and the quality of evidence. Emotional justification is the tendency toward processing that uses personal emotional responses to arguments and issues as criteria for belief acceptance.

In BST, preferences for each of the three forms of justification are supposed to depend on personality variables such as self-esteem, anxiety, and hostility (Fruchter, Rokeach, & Nowak, 1958; Hamilton & Mineo, 1996, 1999). The theory proposes that the three ethno-logics exert considerable influence on social beliefs (exemplified by sexual conservatism or ethnocentrism), institutional beliefs (exemplified by beliefs about government, political parties, and religion that define political conservatism), and abstract beliefs about public policy (exemplified by economic conservatism or environmental conservatism).

The proposed structure of BST poses a problem for those who wish to use traditional measures of authoritarianism to test the theory such as the Dogmatism Scale (Rokeach, 1960), Fascism Scale (Sanford, et al., 1950), and the Right Wing Authoritarianism Scale (Altemeyer, 1988). The Dogmatism (D) Scale, the Fascism (F) Scale, and the Right Wing Authoritarianism (RWA) Scale all include items that measure variables that the authors assumed were related to authoritarianism. The F-Scale is the worst culprit with items assessing a variety of personality variables (e.g., anxiety) that are presumed to be antecedents to authoritarianism, plus items assessing several beliefs that should be a consequence of authoritarianism (e.g., sexual conservatism). The original D-Scale contained items that measured self-esteem, anxiety, and hostility (see Rokeach, 1960). The RWA was designed to provide a content-valid measure of authoritarianism, and it is indeed a vast improvement over the F-Scale. The RWA was thought to consist of three subdimensions of authoritarianism: conventionalism, authoritarian aggression, and authoritarian submission. In fact, factor analyses of the scale show that it contains a dimension tapped by items measuring what BST would identify as consequences of authoritarianism.

With caveats acknowledging the psychometric weaknesses of existing measures of authoritarianism and, to a lesser extent, rationalism, (e.g., Hamilton & Mineo, 1999, pp. 90-91), we have used these instruments plus one we have developed to measure authoritarianism, rationalism, and emotionalism as ethno-logic types. The research has allowed us to elaborate BST in some detail as we have sought to specify particular relationships within the structure of belief systems. This research has used meta-analysis to estimate correlations among the variables discussed in BST. Causal models were then developed to test the predicted (Continued on page 17)
(Continued from page 16)

structural relationships among the variables.

The Structure of the Beliefs System

In Rokeach's framework, he proposed a progression model that describes how the structure of the beliefs influences personality development. The building blocks of personality are described in BST as cognitive competencies such as aptitudes, motivations, and activities (Hamilton & Mineo, 1999). These competencies exert influence on beliefs about the self-concept such as identity, self-worth, and reality-testing. For example, Need for Cognition increases self-esteem and decreases neuroticism and depression. The self-concept beliefs, in turn, exert influence on beliefs about others in general. For instance, self-esteem decreases anxiety and suspicion, whereas neuroticism and depression increase anxiety and depression.

Personality has been found to have large effects on authoritarianism, although the impact of the cognitive competencies, self-concept beliefs, and generalized-other beliefs on critical justification and emotional justification processes has yet to be determined. Self-esteem has been found to inhibit dogmatism, whereas anxiety and suspicion have been found to increase dogmatism. Initial indications are that authoritarian justification tends to reduce cognitive likeliness (Hamilton & Mineo, 1999). Authoritarianism has consistently been found to produce strong effects on derived beliefs. First, authoritarianism increases the resistance of individual beliefs to change, where resistance to change is measured as belief rigidity (Gough & Sanford, 1952). Second, authoritarianism increases ethnocentrism and political conservatism.

The cultural conservatism hypothesis of BST is its most controversial component. The hypothesis is based in part on theories of political culture (Pye, 1985), claiming that political conservatism is a function of a person's interaction with the culture. The hypothesis proposes that conservatism grounded in direct experience and social interaction leads to conservatism toward institutions, and that institutional conservatism leads to conservatism about abstract public policy. The results indicate that political conservatism is based in part on ethnocentrism, although we think sexual conservatism and religious conservatism also contribute to political conservatism. Political conservatism, in turn, has a large positive effect on economic conservatism. But it is the impact of ethnocentrism and religious conservatism on political conservatism that has most sparked our interest.

Attempting to understand a communication process like the formation and change of political beliefs requires forays into other disciplines. The results can reveal important systematic relations between fields. We hope that the further development of BST can provide such a contribution.

Aside from these theoretical concerns, however, is the potential for illuminating current political events. In Afghanistan, the ruling Taleban militia is known for the fervour of its religious extremism, its brutal ethno-centric purges against Shiite Moslems, and its uncompromising political zealotry. BST proposes that such configurations of conservative beliefs can be traced to authoritarianism rooted in personality variables such as low self-worth and negative affect. Civil war and relentless famine are external events that have no doubt damaged the self-esteem of Taleban supporters increasing their anxiety and hostility toward the outside world.

The Taleban's troops have recently begun shelling 5th century Buddhas and destroying other artefacts important to the country's cultural heritage. The isupreme leader of the Taleban claims that the destruction and defacing of these objects is consistent with the laws of Islam. These acts have been showered with international condemnation, and moderate Moslems ridicule the Taleban tactics as violations of the tenets of Islam. In response, one Taleban leader has complained that they are only wrecking rocks. This level of cultural insensitivity is reminiscent of past authoritarian fits of rage such as those carried out by the Nazis during World War II or the Red Guard during the Cultural Revolution. BST suggests that these events will continue so long as those in the Taleban feel isolated and rejected by the international community. Unfortunately, so long as the Taleban insists on harbouring Osama bin Laden, the sanctions and disrespect of the international community are likely to continue. It is a difficult stalemate to break.

References


Pye, L. (1985). Asian power and pol-

Call for Papers: The Aging Male

Clinical Gerontologist: the journal of aging and mental health will focus on the aging male in a special issue which will be co-published as a book. We are looking for articles focusing on specific topics relevant to issues in the assessment and management of clinical problems, especially illustrative case studies. Examples of what we are looking for:

- aging Korean war vets: treatment of PTSD
- aging clergy: treatment of depression
- husbands of institutionalized Alzheimer patients
- group therapy for bereaved widowers
- marital therapy for old husbands with young wives
- depressive reaction to late life divorce
- reactions to forced retirement
- dementia among aged prisoners
- preventing depression in prostate disease
- mental health issues of late life erectile disorder
- mental health risks for life long bachelors
- mental health issues for childless men in later life
- mental health service utilization for aging farmers
- therapeutic applications of sports & recreation

Examples of what we are NOT looking for: Eriksonian stage theory and Personality changes in later life. Contact: brink@uor.edu or write to T.L. Brink, Ph.D., Editor, 1103 Church St., Redlands CA 92374.
Award Winners of the Society for General Psychology for Year 2001 and Call for Nominations for Awards of Year 2002

The Society for General Psychology, Division One of the American Psychological Association, announces its Year 2001 award winners who have been recognized for outstanding achievements in General Psychology. This year the winner of the William James Book Award is Michael Tomasello for his book The Cultural Origins of Human Cognition, which was published in 1991 by Harvard University Press. This award is for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology.

The Year-2001 winner of the Ernest R. Hilgard Award for a Career Contribution to General Psychology is Murray Sidman. And the winners of the George A. Miller Award for an Outstanding Recent Article in General Psychology are Jack Martin and Jeff Sugarman of Simon Fraser University for their article “Psychology’s Reality Debate: A ‘Levels of Reality’ Approach” which appeared in the Journal of Theoretical and Philosophical Psychology in 1999 (pp. 177-194). In each case the awardees receive a certificate and a cash prize: $500 for the Hilgard and Miller awards, and $1000 for the William James Book Award. The winner of the competition to deliver the Year-2001 Arthur W. Staats Lecture for Unifying Psychology who will receive an award of $1000 will be determined and announced later.

For all of these awards, the focus is on the quality of the contribution and the linkages made between the diverse fields of psychological theory and research. The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. The Staats Award has a unification theme, recognizing significant contributions of any kind that go beyond mere efforts at coherence and serve to develop psychology as a unified science. The Staats Lecture will deal with how the awardee’s work serves to unify psychology.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards. For the Hilgard Award and the Staats Award, nominators are asked to submit the candidate’s name and vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination.

For the Miller Award, nominations should include vitae of the author(s), four copies of the article being considered (which can be of any length but must be in print and have a post-1995 publication date), and a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology.

Nominations for the William James Award should include three copies of the book (dated post-1995 and available in print); the vitae of the author(s) and a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Text books, analytic reviews, biographies, and examples of applications are generally discouraged.

Winners will be announced at the Fall convention of the American Psychological Association the year of submission. Winners will be expected to give an invited address at the subsequent APA convention and also to provide a copy of the award address for inclusion in the newsletter of the Society.

All nominations and supporting materials for each award must be received on or before April 15, 2001. Nominations and materials for all awards and requests for further information should be directed to General Psychology Awards, c/o C. Alan Boneau, Department of Psychology, George Mason University, Fairfax, VA, 22030. Phone: 301-320-3695; Fax: 301-320-2845; E-mail: aboneau@gmu.edu.

This announcement can be supplied by email as an MSWord attachment or as a text file.

Alan Boneau
6518 Ridge Drive
Bethesda, MD 20816
Phone: 301-320-3695
Fax: 301-320-2845
email: aboneau@gmu.edu

24th Annual Scientific Meeting of
INTERNATIONAL SOCIETY OF POLITICAL PSYCHOLOGY - ISPP
July 15-16, 2001, Cuernavaca, Mexico
“Cultures of Violence, Cultures of Peace”

Contact Tamara Pearson d’Estree, Program Co-Chair, Institute for Conflict Analysis and Research, George Mason University, MSN 403, Fairfax, VA 22030; tel: 703-993-1364; fax 703-993-1302; e-mail tdestree@gmu.edu

(Continued from page 13)
INTERESTED IN JOINING DIVISION 52?

Division of International Psychology
Application for Membership

Division 52, the Division of International Psychology, is a new Division of the American Psychology Association. This Division welcomes all individuals who are interested in interacting with international colleagues in the practice, research, training, and communication of psychological knowledge, particularly knowledge that enhances the understanding and positive interactions of people around the world. It works closely with the APA Committee of International Relations in Psychology (CIRP).

The Division of International Psychology promotes and advances international practice, research, and communication between psychologists around the world through yearly meetings where symposia, papers, poster sessions, business meetings and social hours are scheduled. The Division newsletter will be published three times a year to keep members informed. All areas of the discipline are welcomed as participants in the Division.

The Division focuses on international issues in the field of psychology. It is particularly interested in nurturing students’ engagement with national and international students and psychologists. During the Convention, at its yearly social hour, students will be able to communicate with psychologists from other countries, and possibly develop research and training contacts that will contribute positively to their developing theoretical orientations as well as professional careers and goals. Students interested in the international arena will be able to present their research at symposia as well as at paper and poster sessions. In the future, there will be a students research award(s). Student members enjoy reduced dues and may obtain a special discount on rooms at the conventions.

APPLICATION FOR MEMBERSHIP
Division of International Psychology
Division 52 of American Psychological Association

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* Dues exempt members send only $10.00 US for subscription price/servicing fee.

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_____ I am a student enrolled in a graduate program in psychology who wishes to become an affiliate of Division 52. Enclosed is a check for $10.00 US made payable to Division 52.

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Please send your completed application together with your payment to: Division 52 - Administrative Office
American Psychological Association
750 First Street, NE
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from Ghana who had independently been thinking of implementing this type of organization, and presented this idea at ICP2000; Andrea Perrino, past student representative of the Canadian Psychological Association (CPA), who was one of the participants of the first Conversation Hour in August 1999; Edward Van Rossen, President of the European Federation of Psychology Students' Associations (EFPSA), who represented his Federation at ICP2000.

For some other regions in the world, we also have contact persons registered on the intranet from many other regions in the world. The level of active participation varies among these individuals. Last but not least, there are also regions & countries for which we still don't have any contact persons. Please contact us if you think you can help us!

Several substantial steps were made toward the formation of a solid organization during the meetings in Stockholm. The cooperation with international professional organizations was continued, and James Yip, a student who has experience in creating webpages, has volunteered to create a website. His email address is baby77@netsvigator.com, and you can contact him if you would like to be involved with this project. (Our homepage will likely be located at www.psychologystudents.org.) In addition, the students who were present at these meetings were added to the listserve and an intranet site was begun by Edward at http://psychostudents.intranets.com (registration code: psychostudents).

Since the ICP in Stockholm, there have been two topics up for discussion on the intranet site, and both have been finished by a vote. The first discussion was in regards to what we should call our organization. The result of this vote was IPSO (International Psychology Students' Organization). The second discussion centered around where our organization should draw its’ support from: from one professional organization (IAAP) or from multiple organizations. The result was that - at this moment- we should and will not become a division of IAAP (nor any other professional organization).

There are both advantages and disadvantages to joining one particular international organization versus remaining independent and gathering support from a variety of sources. These are described further on the intranet site: use the "Search" option on "Documents" for "IAAP-division or not?" to read an overview. The topic is still open for discussion, but also other themes are offered: our mission statement, problems and solutions, etc.

To become more involved in this project or to receive more information on how to join the intranet site, please do not hesitate to contact us!

For the Steering Committee of IPSO,
Shannon E. McCaslin
E-mail: smccasli@usd.edu

Other SC-members:
-Christine Chambers, Canada:
cchamber@ubc.ca
-Nana Opoku Owusu-Banahene, Ghana:
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-Andrea Perrino, Canada:
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