MESSAGE FROM THE PRESIDENT

Looking back and into the Future

Charles D. Spielberger, Ph.D.
President, Division 52
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The Division of International Psychology is currently celebrating its fifth anniversary, which seems like a good time to reflect on the antecedents of our formation in 1997, our accomplishments during the past five years, and to consider what the future holds for our wonderful division. At our August Board Meeting in Chicago, John Hogan, our historian and archivist, presented an outstanding and detailed history of important factors that influenced the establishment of our Division and our first five years. John also videotaped and served as the moderator of an oral history of the Division, in which six of our founders participated: Frances Culbertson, Henry David, Florence Denmark, Gloria Gottsegen, Ivan Kos, Charles-Spielberger. We plan to arrange for this videotape to be shown at our forthcoming Board meeting at the EPA Convention in Baltimore and at the APA Convention in Toronto.

Considering APA's long commitment to international psychology, it seems clear in retrospect that the establishment of an international division was much too long in coming. As far back as 1929, the APA devoted an entire annual convention to hosting the historic 9th International Congress of Psychology. Convened at Yale University on September 1-7, this Congress attracted 826 participants, including such luminaries as Pavlov, Piaget, Vygotsky, and Cattell (Hogan, 2000). In 1944, while World War II was raging, the APA Committee on International Relations in Psychology (CIRP) was formed. Since that time, CIRP has effectively promoted a global agenda within APA, and has coordinated our relations with other international organizations and the national societies in other countries (Fowler, 1997).

At the 1959 APA Convention in Cincinnati, Henry David, a major contributor to the founding of our Division, convened a distinguished group of psychologists, representing seven nations, to discuss "Reciprocal influences in international psychology." With prescience, David (1960, p. 315) concluded: "The fact that a very large majority of the world's psychologists live and work in the United States should not blind us to the contributions of those living and working in other lands. We share a common enterprise with common goals and aspirations." Henry's conclusion is clearly in keeping with the mission of our Division.

Despite long-standing efforts of many prominent psychologists over the past 50 years, APA was reluctant to form a new division that focused on international psychology (Sexton & Misiak, 1984). It was not until February 21, 1997, with the leadership of our first president, Ernst Beier, and the strong support of CEO Raymond Fowler, that the APA Council finally approved our petition for a new division. We have been going strong ever since, working with CIRP and other international associations such as the IAAP and the IUPsyS, to promote international psychology. Many of our current activities are described in John Hogan's excellent history, and in this and previous issues of The International Reporter.

The current members of the Division's Board of Directors are highly active and effective, and the future of our division is very bright. However, there are important areas in which we need to work. These include increasing our membership, improving our programs, and stimulating greater involvement by our members. How can we reach out to new members, affiliates and students? At one of our Division program sessions at the 2002 APA Convention in Chicago, we asked the 50 attendees to raise their hands if they were members; only 3 hands went up, including only 2 of the 5 panelists. Similarly, at a lively 2002 poster session, co-chaired by Sue Dutch and Lynn Collins, only a small fraction of the 40 presenters had joined our division. We need to increase our efforts to bring into our membership the large and growing number of psychologists who are involved in global teaching, research, and professional practice.

(Continued on page 3)
POSITION VACANCY ANNOUNCEMENT

POSITION TITLE:
Assistant Professor of Psychology

RESPONSIBILITIES:
· Teaching undergraduate and graduate courses in Psychology
· Clinic supervision
· Participation in graduate research supervision
· Scholarly activities
· Service to the university and community

QUALIFICATIONS:
REQUIRED
· Doctorate in Psychology awarded no later than August 2003
· Must be license eligible in Texas
· Show potential for/demonstrated excellence in teaching and scholarship

PREFERRED
· Specialization in clinical, counseling, or school psychology

SALARY RANGE:
Commensurate with qualifications and experience

STARTING/ENDING DATE FOR RECEIVING APPLICATIONS:
Review of applications begin November 29, 2002 and will remain open until filled.

APPLICATION REQUIREMENTS:
· Letter of application (cover letter) addressing the above qualifications
· Transcript showing all graduate courses
· Reprints of recent publications
· Vita/resume
· Three letters of reference
· Names and telephone numbers of three additional references

PERSON TO CONTACT:
Ray Green, PhD
Chair Search Committee
Department of Psychology and Special Education

Texas A&M University-Commerce
PO Box 3011
Commerce, Texas 75429-3011
Telephone: (903) 886-5200
E-mail: Raymond_Green@tamu-commerce.edu

PROJECTED STARTING DATE:
Fall, 2003

Texas A&M University-Commerce, is a senior public institution with an academic enrollment of approximately 8,500 students. It is located in Commerce, Texas which is 65 miles northeast of Dallas.

The University is an Affirmative Action/Equal Opportunity Employer.
NEWS FROM DIVISION 52

(Looking back cont. from page 1)

We are presently undertaking a census of APA Fellows and members of other divisions to identify psychologists who are interested in international activities who are not yet members of Division 52, with the goal of inviting them to join us. An effective method for recruiting future members is to broaden student membership, as defined by our Bylaws, to encourage more college and university students to join by offering them the $10 student rate. What other tangible membership benefits can we add to the Newsletter, website, listservs, and annual convention's annual program that will help us to attract new members?

The Division Board is working hard, in collaboration with CIRP, to disseminate international views among APA members and other Divisions and organizations. Plans are underway for our 2003 Board meeting to include a first-ever "visioning" session moderated by international consultant Art Freedman. The goals of this session are to stimulate and guide our officers and Board members to look ahead in identifying problems and prospective new activities that we might undertake in the near future. Barely 10 percent of our 800 members are presently engaged in our committees or activities. How can we involve more current members in the work of our division?

If you have any timely suggestions to offer here, please share these with us or one of our division officers. You can easily contact us by e-mail at the addresses listed below our names. Truly, tomorrow's fate of Division 52 lies in our hands today.

References


New Division 52 Fellows

Joan C. Chrisler, Chair
Fellows Committee

The following division members have been elected to initial Fellow status in recognition of their outstanding and unusual contributions to international psychology. Initial Fellow status means that they are new Fellows of both APA and our Division.

Sven Ingmar Andersson
Denis P. Carmody
Anna Laura Comunian
Ivan Kos
Magoroh Maruyama

The following division members have been elected to current Fellow status in recognition of their work in international psychology. These new Fellows of Division 52 are already Fellows of the APA of one or more other divisions.

Norman Abeles
Merry Bullock
Silvia Sara Canetto
Franz R. Epting
Louise Evans
Gwendolyn L. Gerber
James S. Jackson
Norine G. Johnson
Florence W. Kaslow
Stanley Krippner
E. Mark Stern
Philip G. Zimbardo

Congratulations to all!

Call for New Fellows

Joan C. Chrisler, Chair
Fellows Committee

Members of Division 52 are encouraged to nominate others (or themselves) for election to Fellow status in our division. To become a Fellow of Division 52 members must demonstrate that they have made "outstanding and unusual contributions" to international psychology. Examples of the type of activities considered outstanding are

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52 NEWS FOR MEMBERS

Harold Takooshian, PhD
Division 52 President-elect

BYLAWS CHANGE

All voting members of APA Division 52 are invited to vote on a bylaws change, to expand eligibility for student membership to all students, by simply removing the word "graduate" in bylaws \\
21.1.E: "To qualify as a student affiliate of the Division, an individual shall be enrolled in a [graduate] program or school of recognized standing in the area of psychology." The Board of Directors at its August 2002 meeting voted unanimously in favor of this change, which becomes effective pending a majority vote of all members who cast a vote. Votes should be submitted no later than 17 January 2003 to Division Secretary William Masten at william_masten@hotmail.com, or 903-886-5596. Any inquiries can be directed to President-elect Harold Takooshian, takoosh@aol.com, or 212-636-6393.

EDITOR SEARCH

Nominations are now sought for the Editorship of The International Psychology Reporter, the official newsletter of APA Division 52, as the six-year term of inaugural Editor Ivan Kos concludes in August 2003. Based on bylaw \\
64.1.D, this is an unpaid position to serve for three years (August 2003-August 2006), with the Editor responsible for all aspects of production of three issues per year. Editor Ivan Kos is eligible for renomination. The Board of Directors, takes this opportunity also to invite members' feedback in this brief survey about the Newsletter, to share with the incoming Editor. Please take a moment to submit your frank suggestions on the 6 items below by 17 January 2003 to uglen@hotlink.com, or fax 718-522-1274. All responses are held in strict confidence, and cumulated for a report to the Board of Directors for action at its 16 March 2003 meeting in Baltimore. Any inquiries can be directed to President-elect Harold Takooshian at takoosh@aol.com, or 212-636-6393.

1. Nomination for the Editor, including a brief statement of support:

2. Suggestions for Assistant Editors, including a brief statement of support:

3. Any specific things you like MOST about the Newsletter to date:

4. Any specific things you like LEAST about the Newsletter to date:

5. Any specific columns or other sections you would like to see regularly in the Newsletter:
   - students
   - book reviews
   - personal news
   - photos
   - United Nations
   - other:

6. Would you like to see advertisements in the Newsletter?
   - no
   - yes

LISTSERVERS: JOIN NOW

Along with our division Newsletter and website, a rapidly growing forum for communication is our division's three listservers, which speed messages among us:

(a) div52members@tamucc.com.
(b) div52affiliates@tamucc.com.
(c) div52students@tamucc.com.

One must be in the division to join a listserv, which then permits folks to quickly receive and send the latest news. But fewer than half of our 800 members have yet joined a 52 listserv. If you are not yet receiving listserv messages, be sure to contact "our man in Istanbul," our wonderful webmaster Mustafa Baloglu, at baloglu@hotmail.com, to add your e-address to the appropriate listserv, and thus be sure to receive future news in the most timely way.

MARCH BOARD MEETING

In 2003, the APA International Division will hold its midwinter meeting for the first time in conjunction with a regional convention—the Eastern Psychological Association at the Baltimore Omni Hotel on March 13-15. Thanks to the kind hospitality of the EPA Board of Directors and Executive Officer Roberta Dihoif, as well as the efforts of several members of our division, our division will meet as an allied society offering several lively international sessions in the EPA program, most likely on: Adolescents' political attitudes (Judith Torney-Purta), Cross-cultural research (Dennis P. Carmody), International issues for women (Lynn H. Collins), Psychologists at the United Nations, Diversities within psychology, Understanding international terrorism. Details on attendance and housing for the EPA meeting are available at www.easternpsychological.org.

52 News: NEWS YOU CAN USE

1. TEACHING OUTCOMES? "What should we expect college students to know when graduating with a degree in psychology?" Considering the rapid growth of psychology as a field of study world-wide, many professors should be interested in the answer to this question, which appears in a new APA report now being circulated for comments. Psychology teachers world-wide are invited to view and comment on the report released in summer 2002, "Undergraduate psychology major learning goals and outcomes," prepared by a task force of the APA Board of Educational Affairs, chaired by Jane Halonen. College students should develop not only facts about psychology, but other skills such as critical thinking, career information, and personal growth. In all, this report enunciates ten goals of the psychology curriculum—along with some outcome measures to demonstrate each goal—to help departments plan and review their curriculum. To view the draft report, check www.apa.org/ed/pceu/taskforcereport2.pdf. Send any comments during 2002 to: halonejx@rosemary.cisatjmu.edu.

2. INTERNATIONAL RESOURCES

(Continued on page 5)
Would you like to know all about psychology resources in other nations? In 2001, Bruce and Judith Overmier published a unique CD-ROM for the International Union of Psychological Sciences, pulling together all sorts of names, addresses, resources, and information on psychology around the world. More details and a demonstration are available at www.psypress.co.uk/iupsys/cd.html. Co-editor Bruce Overmier can be reached at psyjbo@umn.edu.

Local groups?

Harold Takooshian, PhD
Division 52 President-elect

An old adage advises us to "Think globally, act locally." Would you like to meet the other international psychologists currently living in your locality? Though we 800 members of 52 are spread around the globe, there are clusters of us in some areas who might well gather locally - for fellowship, continuing education, or perhaps hosting a distinguished traveler.

This March, our Board approved the notion of an outreach effort this coming year to mark our Division's fifth anniversary. Part of this is trying a local 52 group in our Division's largest cluster, Greater New York, which has 160 of our Division's 800 members. In Spring 2002, members were invited to three free gatherings, each hosted by a different school:

(1) On March 18 at Fordham University, 55 students and colleagues attended a symposium on "Psychologists at the United Nations" jointly organized by APA Divisions 52 and 9 (Social Issues), and featuring five panelists discussing their roles at the U.N.: Peter R. Walker, Ageing; Joseph DeMeyer, Mental health; Nora A. Pharaon, Gender; Karen F. Wyche, HIV/AIDS; Anie Kalayjian, Human rights. (2) On April 27, 260 people attended the 30th Hunter College Psychology Convention, where 52 sponsored two panels for students. One discussed "International psychology," with Fordham researchers Jairo Fuertes, Lloyd H. Rogler, Abigail Harris. The second discussed "Diversities in psychology," with Tresmain R. Grimes (Iona), Richard S. Velayo ( Pace), Uwe P. Gielen ( St. Francis). (3) On May 4, 120 people participated in the 10th Pace Undergraduate Psychology Conference, where 52 sponsored a luncheon gathering and a symposium on "International psychology: Past, present, future" with Richard S. Velayo, John D. Hogan, Florence L. Dtmnmark, Harold Takooshian.

These three exciting gatherings cost 52 almost nothing, thanks to the hospitality of the host campuses. They benefited the Division in a few ways: some local members met for the first time, many students were introduced to international psychology, and several of these joined the Division. Based on this early success, the New York group has tentative plans for a few local gatherings this Fall, including a conference on media and disasters on September 9, an October 29 symposium at St. Francis on "Child-rearing around the world," and a gathering of some sort on November 22 as part of a Fordham University conference.

Thanks to Keith Cooke of APA, the Division now has a list of members arranged by geography. If you would like to explore the possibility of trying a 52 gathering in your area, or your state or regional psychology convention, just contact me soon at takoosh@aol.com for a list of members in your area, and a brief printed guide on how to easily host a regional group.

Call for Division 12 Nominations

All Members of Division 12 are invited to submit nominations for President-Elect, Treasurer, APA Council Representative and Member-at-Large of the Division Board. Please submit only one nominee for each office. Your may send your nominations via e-mail or regular postal mail to Dr. Spielberger, whose address and e-mail numbers are provided below. If you have already submitted your nominations in response to the e-mail that was sent to you on the Division 52 Members Listerv, you do not need nominations at this time.

PRESIDENT-ELECT:

TREASURER:

COUNCIL REP:

MEMBER-AT-LARGE

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Plans for the 2003 Division 52 Program are already underway, with Lynn Collins as Program Chair. The program will feature three thematic poster sessions, each one on international women's issues, assessment, and clinical issues in working across borders. We also hope to feature social events in collaboration with other groups. These would occur in conjunction with major speakers or symposia. This year we hope to cast a broader, more international net than ever before to involve more presenters from outside of the US. All of this should help to strengthen the division, as we promote the importance of global work. For more information contact: Lynn H. Collins, PhD, Associate Professor
La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141
mailto:Lynn.H.Collins@mindspring.com
During the Fall, 2000 retreat meeting of the APA Board of Directors, we focused upon APA's international responsibilities under the guidance of Bruce Overmier, with the considerable staff expertise of Merry Bullock and CEO Ray Fowler. During that year President Elect Norine Johnson and Board member George Taylor represented APA "overseas," and Nate Perry brought his truly impressive international knowledge to the Board's deliberations. Ray pointed out that "Psychology began as an international discipline. The first American psychologists were trained in Germany and were heavily influenced by the European literature. Some countries are now experiencing the kind of explosive growth that occurred in the US 50 years ago, and that pattern is likely to continue..."

Under Tony Marsella's leadership the Committee on International Relations in Psychology undertook the task of internationalizing the psychology curriculum as one of its top priorities. During her Presidency, Norine continued her international focus representing APA extraordinarily well. Mahalo.

In December, 2001 the World Health Organization (WHO) released its annual report Mental Health: New Understanding, New Hope. The WHO Director-General: "Mental illness is not a personal failure. It doesn't happen only to other people. We all remember a time not too long ago when we couldn't openly speak about cancer. That was a family secret. Today, many of us still do not want to talk about AIDS. These barriers are gradually being broken down. The theme of World Health Day 2001 was 'Stop exclusion - Dare to care'. Its message was that there is no justification for excluding people with a mental illness or brain disorder from our communities - there is room for everyone. Yet many of us still shy away from, or feign ignorance of such individuals - as if we do not dare to understand and care. The theme of this report is 'New understanding, new hope'. It shows how science and sensibility are combining to break down real and perceived barriers to care and cure in mental health. For there is a new understanding that offers real hope to the mentally ill. Understanding how genetic, biological, social and environmental factors come together to cause mental and brain illnesses. Understanding how inseparable mental and physical health really are, and how their influence on each other is complex and profound. And this is just the beginning. I believe that talking about health without mental health is a little like tuning an instrument and leaving a few discordant notes. WHO is making a simple statement: mental health - neglected for far too long - is crucial to the overall well-being of individuals, societies and countries and must be universally regarded in a new light. Our call has been joined by the United Nations General Assembly, which this year marks the 10th anniversary of the rights of the mentally ill to protection and care... (This report) gives renewed emphasis to the UN principles laid down a decade ago. The first of these principles is that there shall be no discrimination on the grounds of mental illness. Another is that as far as possible, every patient shall have the right to be treated and cared for in his or her own community. And a third is that every patient shall have the right to be treated in the least restrictive environment, with the least restrictive or intrusive treatment.

"A lot remains to be done. We do not know how many people are not getting the help they need - help that is available, help that can be obtained at no great cost. Initial estimates suggest that about 450 million people alive today suffer from mental or neurological disorders or from psychosocial problems such as those related to alcohol and drug abuse. Many of them suffer silently. Many of them suffer alone. Beyond the suffering and beyond (Continued on page 7)
the absence of care lie the frontiers of stigma, shame, exclusion, and more often than we care to know, death. Major depression is now the leading cause of disability globally and ranks fourth in the ten leading causes of the global burden of disease. If projections are correct, within the next 20 years, depression will have the dubious distinction of becoming the second cause of the global disease burden. Globally, 70 million people suffer from alcohol dependence ... another 24 million have schizophrenia. A million people commit suicide every year. Between ten and 20 million people attempt it. The social and economic burden of mental illness is enormous.

Today we know that most illnesses, mental and physical, are influenced by a combination of biological, psychological and social factors. Our understanding of the relationship between mental and physical health is rapidly increasing. We know that mental disorders are the outcome of many factors and have a physical basis in the brain. We know they can affect everyone, everywhere. And we know that more often than not, they can be treated effectively. Our report is a comprehensive review of what we know about the current and future burden of all these disorders and their principal contributing factors. It deals with the effectiveness of prevention and the availability of, and barriers to, treatment. We deal in detail with service provision and service planning. And, finally, the report outlines policies needed to ensure that stigma and discrimination are broken down, and that effective prevention and treatment are put in place and adequately funded. In more ways than one, we make this simple point: we have the means and the scientific knowledge to help people with mental and brain disorders. Governments have been remiss, as has been the public health community. By accident or by design, we are all responsible for this situation. As the world's leading public health agency, WHO has one, and only one option - to ensure that ours will be the last generation that allows shame and stigma to rule over science and reason.*

WHO made ten recommendations for action which it proposed be adapted by every country according to its need and its resources: * Provide treatment in primary care. * Make psychotropic drugs available. * Give care in the community. * Educate the public. * Involve communities, families and consumers. * Establish national policies, programmes and legislation. * Develop other actions, the closure of custodial mental hospitals and steps towards integrating mental health care into general health care. Scenario C, for those countries with the most resources, proposes improvements in the management of mental disorders in primary health care, easier access to newer drugs, and community care facilities offering 100% coverage.

The report's focus on solving mental health problems highlights one key issue, which is the positive shift (recommended for all countries and already occurring in some), from institutionalized care, in which the mentally disordered are held in asylums, custodial-type hospitals or prisons, to care in the community backed by the availability of beds in general hospitals for acute cases. During the second half of the 20th century, a shift in the mental health care paradigm took place, largely owing to three independent factors. First, psychopharmacology made significant progress, with the discovery of new classes of drugs, as well as the development of new forms of psychosocial interventions. Second, the human rights movement became a truly international phenomenon under the sponsorship of the newly created United Nations, and democracy advanced on a global basis. And third, a mental component was firmly incorporated into the concept of health as defined by the newly established WHO. Together these events have promoted the move away from care in large custodial institutions to more open and flexible care in the community. Nevertheless, despite the major differences between mental health care in developing and developed countries, they share a common problem: many people who could benefit do not take advantage of available psychiatric services. Even in countries with well-established services, fewer than half of those individuals needing care make use of such services. This is related both to the stigma attached to individuals with mental and behavioral disorders, and to the inappropriateness of the services provided. [Those within the APA governance will quickly see the international significance of Norine's successful efforts to expressly include "health" in our association's fundamental mission statement, as well as that of the Practice Directorate's RxP-agenda.]

As should be expected, a major focus of the report is that governments, as the ultimate stewards of
mental health, need to assume the responsibility for ensuring that the necessary complex planning and service delivery activities are carried out. One critical role in stewardship is to develop and implement policy. This means identifying the major issues and objectives, defining the respective roles of the public and private sectors in financing and provision, and identifying policy instruments and organizational arrangements required in the public and possibly private sectors to meet mental health objectives. To protect and improve the mental health of the population is a complex task involving multiple decisions. It requires priorities to be set among mental health needs, conditions, services, treatments, and prevention and promotion strategies, and choices to be made about their funding. Mental health services and strategies must be well coordinated among themselves and with other services, such as social security, education, and public interventions in employment and housing. Mental health outcomes must be monitored and analyzed so that decisions can be continually adjusted to meet emerging challenges. Related to the budgetary problem is the fact that approximately one out of ten countries have no explicit mental health policy and approximately one-third have no drug and alcohol policy. The lack of policy related specifically to children and adolescents is even more dramatic. One third of counties have no mental health programme and a quarter have neither a policy nor a programme.

As we have matured as a profession, we have collectively come to appreciate that the public's perception of what psychology is, and what we can and do contribute to society is extraordinarily important. Thus, the fundamental medical orientation of the WHO report suggests future agendas. Figures regarding the international availability of psychiatrists and psychiatric nurses are reported, but not for psychologists. "The health workforce likely to be involved with mental health consists of general physicians, neurologists and psychiatrists, community and primary care workers, allied mental health professionals (such as nurses, occupational therapist, and social workers), as well as other groups such as the clergy and traditional healers. Traditional healers are the main source of assistance for at least 80% of rural inhabitants in developing countries." In developed and developing countries alike, undergraduate medical curricula should be updated to ensure that graduating physicians are skilled in diagnosing and treating persons suffering from mental disorders. Allied health professionals, such as nurses and social workers, require training to understand mental and behavioral disorders and the range of treatment options available, focusing on those areas most relevant to their work in the field. All courses should incorporate the application of evidence-based psychosocial strategies, and skill-building in the areas of administration and management, policy development and research methods. Psychology's professional schools must develop a greater international presence.

A Report From Our CEO

Recently Ray Fowler provided a report to the Council of Representatives on the South Asia Regional Conference on Psychology (SARC) held in Bombay (now called Mumbai), India.

"The conference was co-sponsored by the International Association of Applied Psychology (IAAP) and the International Union of Psychological Sciences (IUPsyS), the major worldwide psychological organizations. Every two years, the even numbered years, either IAAP or IUPsyS hold a major international congress. In the odd numbered years, they co-sponsor regional conferences that are organized in developing areas of the world. The purpose of these regional conferences is to encourage psychological associations in those regions to interact with each other and with the international organizations, and also to provide, in regions where psychology is not well developed, opportunities for psychologists who might not be able to afford to attend the larger congresses to come together and to meet and interact with psychologists from the more developed countries. APA has been very supportive of international psychology over the years, and that support has been very helpful in promoting the development of psychology around the world. It has also had some direct benefits for APA; one third of our income from publications comes from outside the United States, and as psychology expands internationally, that continues to grow. I am here as an officer of IAAP, but of course I represent APA, as well."

Impressions of the Conference

"The theme of the conference was Enhancing Human Potential. Participants came from 16 different countries, and included psychologists from Asia, Africa, Australia and the Middle East, as well as some from the United States and Europe, (the latter mostly for invited addresses). I did a keynote address on emerging trends in psychological practice, focusing upon telehealth, prescriptive authority and psychology as a comprehensive health profession. Charlie Spielberger did one on psychological factors in coronary disease.

Our Indian hosts were delighted to have APA represented and many expressed admiration for APA's international activities and publications, especially the Monitor and the American Psychologist. The participants at the meeting were outgoing, friendly and eager to be sure that guests were happy and well taken care of. Every time I turned around, I was receiving small gifts and flowers. We had dinner at the home of an Indian psychologist and attended a reception at the apartment of one of the conference organizers.

The program included a number of workshops as well as symposia and invited addresses. The organizing committee included the co-chairs, Professors Barnes and Sen, who also chair the psychology departments in two of the local universities and a dozen or so leaders in Indian psychology. It is interesting that nearly all of the members of the organizing committee are women; the one male member became ill and was unable to attend. Of the 300+ attendees, about 90% are women, I would guess, including virtually all of the younger professionals and students. In keeping with the theme of the conference, many of the presentations were on psychology as a health care profession."

Impressions of Indian Psychology

"Psychology has a long history in India, both formally as a discipline and more informally as part of the strong spirituality of the culture. The Indian Psychological Association was one of the first associations established in the region. There are about 5000 psychologists in India, most are in academic positions and most are men. There are only around 500 clinical
Impressions of India

"India is the world's largest democracy, and except for the continuing friction with Pakistan, has maintained peaceful relationships with most of the world. The government has been stable over the years, with orderly elections and peaceful transitions. There is poverty of course, but the ability of the poorest people here to manage their lives under such deprivation is inspiring. Many families in urban areas live their lives on the street and have little prospect of employment or of education for their children. Public education is neither free nor mandatory, and most children in the country receive no education at all. On the other hand, the telecommunications industry is growing rapidly in India, and Indian programmers provide software and computer services for many countries via Internet. The Indian economy is improving rapidly, and the future prospects look good.

Bombay, or Mumbai as they call it now, is an exciting and vibrant city. It pulses with energy day and night. The impression is somewhat similar to Mexico City - polluted, crowded, noisy, busy and lively. Despite the overpopulation and lack of services, somehow it works. Shanty towns nestle among luxury, hotels and soaring office buildings. Taxis get you around the city efficiently and usually offer to wait outside to take you somewhere else. Professionals go about their business much like professionals elsewhere and even the poorest homeless people somehow eke out an existence and carry on. Human beings are very resilient.

There is a gentleness, politeness and sweetness about the people we have met. I've found the people here at all levels - from professionals to service personnel - to be smart, friendly and kind. They are very loving people. You see constant physical contact among friends and family members. Males or females of any age walking together are usually holding hands or have an arm draped over the others' shoulders, but physical contact is rarely seen between males and females in public. AIDS among women and men is a rapidly growing problem, spread primarily through prostitution. Ninety percent of women are virgins when they marry and remain faithful to their husbands, but the reverse is not true. There are no effective health education or AIDS prevention programs in India, partly because of reticence of Indians to talk about sex.

I'm finding the trip much more enjoyable than I had expected, and finding the Indian people among the most likeable of any country I've visited. Unlike some developing world areas we have visited, there is no sense of hostility and resentment towards visitors from the US. We have literally had no unpleasant encounters, while we've had hundreds of pleasant ones. People on the streets smile and nod, and are more than willing to stop and chat. The staff at the hotel discovered by looking at my passport that today is my birthday. Virtually every member of the staff has wished me a happy birthday, and when we got to the room tonight, there was a birthday cake waiting. We'll be flying out on Christmas day and will arrive back in DC on the 26th. A different kind of holiday, for sure, but a very interesting one. Hope yours is warm and ray.

Some additional reflections upon return to the US

"We are a very small piece of the world's population and only 20% of the world's psychologists (100,000 of the estimated 500,000). Psychology around the world is experiencing the kind of explosive growth we had post - WWII. In another decade or so, there will probably be a million psychologists in the world. We are the largest supplier of psychology journals and data bases. International sales represent almost one-third of our Communication income now and probably will be over half in the reasonable future. Our international efforts are done to help other countries develop their own psychology - but it pays off for us in real money."

Years of Professional Relationship with Professor Jose Ferreira-Marques

Peter F. Merenda, PhD

Ivan Kos, Editor, called me just before he was to leave on his professional trip to Yugoslavia in October, 2002, and my wife and I were to leave on our annual visit to our second home in Palermo, Sicily. As he has done several times previously, he asked if I would submit a piece that would be of interest to readers of the AP A Division 52 Newsletter. When I told him that on the way home from Palermo, we would be passing by Lisbon to participate as an invited guest on the program, Ivan suggested that I write about the program and my lengthy professional relationship with Jose and our mutual friendship.

Program

The program to honor Professor Ferreira-Marques was held on October 25, 2002. It was organized under the direction of Professor Danilo R. Silva, President of the Faculty Council of the Department of Psychology and Education. The host was Professor Jose Adriano Barata-Moura, Rector of the University. An introductory presentation reviewing Jose's career in applied psychology and vocational guidance & counseling was given by Marc Richelle of the University of Liege, Belgium. Participants who followed Professor Richelle were, in order of presentation: William C. Bingham, University of Rutgers, USA; Heliodoro Carpiintero, Complutense University, Madrid, Spain; Anne Lancry, National Institute of Work Stadies and Guidance, Paris, France; Peter F. Merenda, University of Rhode Island, USA; Felix Neto, University of Porto, Portugal; Nicolau Almeida Vasconcelos Raposo, Coimbra University, Portugal; and Elvira Repetto Talavera, National University of Education, Spain.

Relationship with Jose Ferreira-Marques

To me the most memorable years Jose and I have spent together as friends and colleagues were those in

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International Aspects of Recent Health Policy Actions

Jack G. Wiggins, PhD
APA Past President

Several recent health policy actions with international implications are noteworthy. The passage of the prescriptive authority legislation in New Mexico gained both national and international attention. New Mexico, being the first state to grant independent prescribing authority to psychologists specially trained in psychopharmacology, has been the subject of many discussions in the media. Dr. Russ Newman, APA Practice Director, presented a summary of the NM legislation on NBC on April 10th. This 6 minute segment is available at http://www.psychits.com/psychopharmacology.htm. It uses free RealOnePlayer streaming video format software which is available at that address. New Mexico Governor Gary Johnson, who signed the legislation into law has been in the media limelight on other programs regarding this historic action.

Psychologists from around the world have been watching the prescriptive authority movement in the United States. Overseas mailings of kudos and questions began coming in within a matter of hours after the announcement of the signing. There is growing interest in the expansion of the use of medications in psychological treatments in several South American countries. Many of these nations have an "open formulary" pharmaceutical policy whereby medications are available to those that can pay for them. The major obstacle for psychologists in South America, as well as in many parts of the world, is lack of legislation giving statutory recognition to psychologists as health professionals. Before this licensing legislation for psychologists can be enacted in several nations, these countries must establish a mental health policy for their people. [The author would be interested in hearing from colleagues in nations where progress is being made in licensing psychologists.]

Mental health still has a way to go in the United States as well. It was not until last year that APA changed its mission statement to include the word "health." It was indeed welcome news when President Bush on his recent trip to New Mexico announced his support for mental health "parity" in health insurance plans. Senators Domenici (R-NM) and Wellstone (D-MN) have been campaigning vigorously for "parity" legislation over the last several sessions of Congress. The US Chamber of Commerce reports that including mental health benefits in the health plan it offers to corporate members cost less than 1% of its premium. This new information greatly improves the chance of passage of a "parity" bill in this Congress. Greater recognition of the importance of mental health care to the well being of our citizens should increase the demand for such services. Perhaps it is not overly optimistic to forecast that passage of "parity" may create a favorable climate for other states to adopt prescriptive authority for psychologists legislation. As psychologists are authorized to practice their full range of knowledge and skills here, it is hoped this will cause other nations to look to their psychologists as a greater health resource for their citizens.

The United States also imports mental health ideas and values from other countries. In January 2002, Dr. Graham Curtis Jenkins of the UK was invited to speak to the Collaborative Family Healthcare Association Conference in Clearwater, Florida. Dr. Curtis Jenkins is the Director of Counselling in Primary Care Trust, which is achieving great success in England integrating mental and physical health care. He is a unique person, a physician who gave up his National Health Service [Continued on page 11]
Dr. Curtis Jenkins attributes CORE for the huge growth of counseling services in Primary Care Centres in England. Presently, 76% of these centers have counseling services available. The demand for counseling is so great that there is a one year wait for these services in NHS. Primary care physicians place a high priority on having a counselor in their PCC center. Over the objections of psychiatry, the National Health Service has grudgingly admitted that counseling is a significant health benefit. NHS is now talking of including these counseling services in their health benefit package!

Integration of mental and physical health care has a long way to go in the USA. Dr. Satcher, as Surgeon General, saw that mental conditions were real illnesses and valued mental health care specialists. President Bush's support of mental health "parity" is consistent with policies advocated by Satcher. Let us hope that Bush's nominee for Surgeon General, Dr. David Carmona, will also be a strong advocate for mental health as a public policy.

Another international note is in regard to the Administration's announced policy to terminate issuing visas to International Medical Graduates (IMGs). The US has been creating a brain drain in health services in other countries for years by allowing IMG physicians to practice in the US, especially in rural areas. The plan to curtail this practice has now been challenged by the US Department of Agriculture citing the need for more doctors in rural areas. Health care shortages in rural areas may be an opportunity for more integration of mental and physical health care since over 50% of visits to primary care providers are due to psychosocial factors. More psychological care in rural areas would be another way of dealing with health care shortages, especially if the psychologists were trained in psychopharmacology and authorized to prescribe.

Indian Reservations are another health care shortage area in rural regions. These Indian tribes receive about $1900 per person per year in health care from the Indian Health Service. This is only about half the $3300 the average Medicaid beneficiary receives. Under treaty with the US, Indian tribal reservations have the sovereign right to define who health care providers are and the how they are trained. Suicide, alcoholism, accidents, diabetes, and tuberculosis rates are many times that of the US average. These health care issues among native American require new health care policies and additional access to psychological interventions. This our own domestic international health care problem crying for attention. Until 1988 psychologists could and did prescribe on tribal lands.

The New Mexico prescriptive authority legislation will allow prescribing psychologists to practice again in the four state areas encompassed by the Navajo Reservation, as well as, on other Indian lands.

The Hidden World of International Education

Arthur L. Beaman, PhD
Past Professor of Psychology University of Montana
Teacher Carol Morgan School
Santo Domingo, Dominican Republic

We were at the job fair and had just finished an interview with the Director of an international school in Bahrain. "Bahrain, was that for us?" Next we saw a video and listened to a presentation by the director of a fine school in Abidjan, wow Africa! Imagine our surprise (or was it naivety?) when we talked to young excited teachers who had worked for these individuals and knew them personally, had lived in the countries and taught at the schools and who raved about the experiences and opportunities with rare enthusiasm. Although it had long been a dream of my wife's to go abroad, the total excitement of it all and the vast opportunities were like well-kept secrets to us. When an offer was made to join the staff in Cairo, Egypt, we came within minutes of signing up. But while our pens were poised to sign our first choice, the Shanghai American School in Shanghai, China, offered us positions; we said "yes." Just think it was the last great communist country, one that we grew up in the U.S. fearing, the one behind the bamboo curtain. We were to embark there in a mere six months, to live and work for 2 years! What was this all about?

There are over 900 international schools that offer a United States curriculum and are accredited by one of the US accrediting agencies. For example here, where we now are working at the Carol Morgan School, in Santo Domingo, Dominican Republic, the Southern Association of Colleges and Schools accredits our school using the same standards and review processes as in the US. These international schools serve children of ex-patriots from many countries, often offering classes from Pre-K through grade 12. Children have parents who work for General Motors, IBM, Intel, shipping companies, banks, pharmaceutical companies or whose parents work for embassies or are missionaries. In China, of our 1160 students, 50% were Americans and the rest represented 43 other countries. School sizes for these overseas schools vary from about 100 to
Families might be working abroad for one, two, three or more years and wish for their children to be educated such that upon returning to the US children can reenter schools seamlessly, continuing on without difficulty toward graduation. Parents from other countries, including the host country, choose these schools because there are often judged to be the best in the country or perhaps the only English language school. We find international schools filled with students eager to learn, coming from families with global views of the world. Class sizes are small, often having only 10 to 20 students. These children, usually bilingual, receive solid education and experiences that bring to life diverse cultures and bring first hand experiences with geography that never seems to totally register when the information is just seen in a book. Parents offer positive support and foster a worldview for their families. We believe that from these international schools will come young adults most likely to live and work abroad; resilient, bilingual, politically astute youngsters people with a world awareness and cross-cultural perspective that is unique but so valuable for the world’s future to be secure.

Our school (CMS, enrollment 1100), as many of the 900+ other international schools, has a vision of being a world-class school. Its Mission Statement in part states, “The Carol Morgan School is a private, nonprofit, college-preparatory school, offering a rigorous U.S. curriculum that fosters a passion for learning and promotes character and civic responsibility.”

As part of the attempt to offer an academic rich curriculum we have 13 different AP courses, including of course, my love AP-Psychology. Students take the national/international AP examinations in May, as do students studying in America. Another program of studies offered at many of these schools is called the International Baccalaureate (IB). This is an alternative to the HS diploma (in US) or British A levels or the Swiss Maturite etc. If families move from one country to another or even a third to countries where the international school offers the IB curriculum, one is guaranteed to get a very rigorous and almost identical set of classes. The course of study culminates with a set of demanding examinations in several subject areas, and the awarding of a special diploma that is recognized internationally. (Of course the IB is offered in the United States at numerous schools also).

Our students here at CMS do well on their AP examinations. I was proud to have 100% pass the psychology exam but also proud for my colleagues to see an overall pass rate of 85% for our school (the overall averages for the tests range from about 60% to 70% depending on the subject area). The AP exam is scored 1 to 5 and a “pass” is defined as a 3 or better because that is the score many university require as a minimum for allowing university credit. The international schools prepare students well for university work and the majority enters university studies in the United States. Overall 95% of the 65 CMS seniors graduated last spring are now attending universities. Of these 41 (63%) are attending US universities, 5 (7%) are in European universities, 16 (25%) are enrolled in Dominican universities and only 3 (5%) are not pursuing university studies at this time.

Most schools provide housing or an allowance for housing, round-trip transportation to your home once a year, health care, tuition for one child per teacher to attend the school, and good salaries that are free from US taxes. I only wished I had discovered this “hidden world” when I was younger. The opportunities to know other cultures, to travel extensively, to live on the edge of beautiful waters of the Caribbean or among the mountain peaks of Nepal while teaching psychology - what more could one ask?

For information on acquiring international teaching job may contact the International Schools Services (http://www.iss.edu/), or Search Associates (http://www.search-associates.com), or University of Northern Iowa (http://www.uni.edu/placement/overseas/). Also there is an official publication of The Overseas Schools Assistance Corporation called The International Educator (http://www.tieonline.com/).

THE FIRST INTERNATIONAL CONFERENCE ON PSYCHOLOGY CURRICULUM, LEARNING AND TEACHING OF PSYCHOLOGY

Professor Victor Karandashev
Conference Chair
St. Petersburg, Russia

Recently, interest to issues concerning the learning and teaching of psychology has been growing rapidly in many countries, on different continents. It is clear that our exchange of ideas regarding this topic should be international. The initiative addressing the teaching and learning needs of psychology in the 21st Century has been undertaken by the Partnerships Program (P-3) of the American Psychological Association. One of these programs is a project entitled: Teaching a World Psychology: International Dialogue. This program brings together leaders from secondary, college and university education in psychology from around the world to encourage internationalization of the discipline. The meeting of the P-3 participants was successfully held in Washington, D.C., in August 2000. Plans for future cooperation and communication were developed, including the decision to hold International Conference on Psychology Education, in St Petersburg, Russia, during the summer of 2002. We were able to recruit highly qualified and distinguished International Advisory Panel and Organizing Committee interested in the topic. They all are highly recognized experts in the field of teaching psychology from several countries. About 100 participants from 20 countries attended the Conference. So we had a chance to get contributions on a wide range of topics covering broad aspects of teaching and learning psychology and specific challenges in the 21st Century from really international approach. We had a lot of outstanding contributions, interesting and comprehensive papers on learning and teaching psychology from many countries.

As keynote speakers we were Professor Stephen Newstead, University of Plymouth, UK, who talked about assuring standards in UK Psychology degrees; Professor Charles Brewer, Furman University, USA, who talked about undergraduate education in psychology in United States; Professor

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Toward a Common Identity in European Psychology

Thomas P. Vaccaro and John D. Hogan
St. John's University

Toward a Common Identity in European Psychology

Europe has historically been characterized by cultural diversity, and this is reflected in the various psychological practices and research traditions of the different European countries. Despite this diversity, and the rise of so-called "indigenous psychology," European psychologists gradually adopted the American model following World War II (Graumann, 2001; Sexton & Hogan, 1992). However, the advent of the European Union (EU) has marked a definite break from this trend. This essay examines how EU funded programs, designed to foster research collaboration and exchanges in the work force, are encouraging European psychologists to find common ground and blend their different perspectives into a new European identity.

Brief Historical Overview

The idea of a unified European psychology is relatively novel, and has clear parallels to developments in the EU. In terms of identity and affiliation in general, "European" has only recently become an apt concept. Historically, the identity of Europeans was probably better expressed in terms of their nationality, ethnicity (e.g., Germanic), or political bloc (e.g., Soviet Eastern Europe), than Europe as a whole, and a similar case can be made for European psychology. It has been meaningful to speak of French or Soviet Eastern European psychology, but it is still somewhat unclear what European psychology is (Lunt, 1998). Even the descriptive definition, "psychology as studied and practiced in Europe" (Lunt, 1998, p. 94) is problematic, since the variety of ways in which the discipline has been practiced and studied in Europe is the most striking aspect of European psychology (Graumann, 2001; Lunt, 1998). The various linguistic and cultural backgrounds of European psychologists are perhaps the most readily apparent point of diversity. While English has become the lingua franca, Wilpert (1999) finds this to be a cause of concern since many European psychologists with a different native language may be reluctant to publish in English. As Wilpert suggests, linguistic differences may be particularly pronounced between Eastern and Western Europe, since the former has had Russian as their lingua franca for the last 50 years. University education in psychology also varies in the different European countries. For example, the years required for licensable degrees can range from 4 to 8 (Lunt & Poortinga, 1996), and different levels of specialization are permitted in different countries (Wilpert, 1999). Furthermore, clinical psychologists in some countries (e.g., the Scandinavian) are trained according to the scientist-practitioner model, while other countries have a stronger psychotherapeutic emphasis (e.g., France).

Despite these differences in European psychology, important commonalities also exist. For example, psychology has become increasingly professionalized in most European countries over the last 50 years, with an increasing number of practitioners in the mental health field (Lunt, 1999). There has also been an exponential growth in the number of psychologists in most European countries, and this growth rate is not expected to decrease since psychology is currently one of the most popular subjects among European college students (Lunt, 1998). According to Tikkakanen (2001), EFPA presently has 130,000 members, while the number of psychology students in Europe is approximately 200,000.

Since World War II, the United States has had a leading role in psychology, and psychologists in European countries have gradually approached the U.S. model of psychology from their own national perspectives. As discussed by Graumann (2001), this trend has been derisively called the "Americanization" of European psychology. However, American assistance was in high demand and gratefully appreciated among European psychologists following the war, and only became problematic when Europeans accepted American ideas uncritically.

The new trend of Europeanization emerged in the late 1970s, as Europeans sought their own distinct identity (Lunt, 1998). The lack of reciprocity in the cross-Atlantic relationship may have motivated Europeans to develop their own forums for collaboration. However the most significant changes over the last two decades are attributable to EU programs designed to bridge the many differences among European psychologists, and EFPA's role in advocating for and facilitating the implementation of such programs.

European Federation of Psychologists' Associations

EFPA, formerly known as the European Federation of Professional Psychologists' Associations, was founded in Germany in 1981 (Lunt, 1996). Since then, member countries have increased from 12 to 31 (European Federation of Psychologists' Associations, 2002). Each country is represented by a national psychology association, and EFPA only offers membership to one association per country. The main offices of EFPA are located in Brussels, the capital of the EU. Important functions of the organization have been to lobby for EU legislation and to advocate for the interests of psychologists.

The overall goals of EFPA are to facilitate communication among psychology associations in Europe, augment common professional standards and ethical codes of practice, promote the interest in and application of psychology, and raise the status of psychology as a profession (European Federation of Psychologists' Associations, 2002). Its current objectives include developing a common curriculum for university level education in psychology, as well as instituting a European Diploma in psychology. Important vehicles of EFPA's internal communication include the General Assembly held in conjunction with the biennial European Congress of Psychology, and EFPA's publications - the EFPA Newsletter and the European Psychologist.

Recent Developments

The implementation of common educational standards leading to a European Diploma in psychology has been an important step in the Europeanization process. The Treaty of Rome in 1957 committed members of the European Economic Community (EEC), and subsequently the EU, to provide for free movement of services, goods and trade. A series of directives have since been issued to accomplish this goal, but, until recently, no directive specifically sanctioned the Europyschologist Diploma.

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Directive 48/89/EC provided for the mutual recognition of qualifications among psychologists in different countries, but this goal was complicated by the substantial differences in psychology education in the various EU countries.

To facilitate the system of mutual recognition, and create a foundation for a future European Diploma, an EFPA project funded by the EU through the Leonardo da Vinci Programme developed a “Common Framework for European Psychologists’ Training” (European Federation of Psychologists’ Associations, 2001). The project built on the so-called “Luxembourg Statement,” the standards for psychology training agreed upon in 1990 at EFPA’s General Assembly in Luxembourg (Donn, Routh, & Lunt, 2000), and recommended a six year program consisting of three phases. The first phase is equivalent to a three-year Bachelor’s degree, while the second phase is equivalent to a two-year master’s degree. The sixth year consists of supervised professional practice. The project also suggested a core curriculum and specified minimum standards. Several European countries are already in the process of accommodating these recommendations.

A recent EU directive proposal has opened up the possibility for approval of the European Diploma in Psychology developed by EFPA (Tikkkanen, 2002). The proposal, pending a decision from the European Parliament and the Council of Ministers, is a milestone in the history of European psychology, and an important triumph for EFPA. The first European Diplomas could be granted as early as 2004.

Conclusion

The dramatic developments in European psychology over the last two decades, referred to at the 6th European Congress of Psychology in 1999 as the metamorphosis of European psychology, have been important first steps towards a common identity. It remains to be seen what the new identity will consist of, whether it will have a “genuine European profile” (Wilpert, 1999, p.220), or whether it will adopt the American model. However, it is clear that EFPA will be instrumental in this process, and that the new course is indelibly linked to the broader political context of the European shift from nationalism to federalism.

References


1989. Taught in first MA Program in Portugal. (MA in Educational Psychology) at the University of Lisbon. Courses were in Psychological Assessment, Psychometrics, Research Methodology, and Statistics. Feb.-March. November. Keynote Address: Movements in International Psychology: The Three Major International Psychological Associations (IVPsys, IAAP, ICP). With Michael Mahoney, received first International award by Associations of Portuguese Psychologists in recognition of international distinction and contributions to psychology in Portugal.

1991. Taught assistant and associate professors in Portugal’s first MA Program in School Psychology courses were in research methodology, psychometrics, and statistics (multivariate analysis). Many of the students, in addition to faculty members from Minho, were those from Porto and those who

(Continued on page 32)
A couple of years ago, an international group of psychology students and psychologists set out to unite psychology students and student associations in a worldwide student organization. Not only the increasingly international character of psychological research, education, student life, and professional praxis, but also the increasing use of cheap and accessible means of long-distance communication made this group believe that the time had come for such an organization to be developed. As they exchanged views with a diversity of people from various countries, they grew ever more convinced of the need to make it happen, and of the way to make it work. Although the process was long and sometimes difficult still, a short time ago they found themselves ready to start the recruitment of members — acknowledging that the organization would only really exist and have purpose when a significant number of students from a significant number of countries would join it. But let’s start from the beginning...

On August 21, 1999 at the 107th annual convention of the American Psychological Association (APA) in Boston, Massachusetts, an exciting Conversation Hour entitled, “An International Student Group for Psychology: Desirable? Feasible?” was attended by approximately 10 psychologists and 15 psychology students. The conversation hour was chaired by Dr. Slater Newman and participants included Alette Coble from the American Psychological Association of Graduate Students (APAGS), Shannon McCaslin-Rodrigo, Student Committee Co-Chair of the APA’s International Division, Andrea Perrino, student representative from the Canadian Psychological Association (CPA), and Richard Yuen from the American Psychological Society Student Caucus (APSSC).

Since that first meeting, more discussions on this same topic have taken place at the 108th APA meeting as well as in other parts of the world. Two of the discussions took place in July 2000: one during the International Council of Psychologists meeting in Padova, Italy and one during the International Congress of Psychology in Stockholm, Sweden. During the meeting in Italy, the conversation centered around the logistics of arranging academic exchanges overseas. A group of Italian students had begun an organization at the University of Padova which arranged international academic exchanges and expressed interest in advising our organization on this type of exchange. Approximately 20 students were present at the meeting in Stockholm, from countries as diverse as Argentina, Belgium, China, India, Sweden, and the USA. During this meeting, Shannon McCaslin met and collaboration was begun with two other students: Nana Opoku Owusu-Banahene from Ghana and Edward Van Rossen from Belgium, at that moment the president of the European Federation of Psychology Students’ Associations (EFPSA).

Most students who attended these meetings expressed their excitement and enthusiasm to begin the enactment of a worldwide psychology students’ organization, and several students have expressed their ideas and thoughts on the goals of such an organization. These included the compilation of information about study/exchange programs and the creation of mailing lists to facilitate international discussions, research, travelling, relocations, participation in congresses, etc.

Several substantial steps toward the formation of a real organization that would accomplish these goals were made since the meeting in Stockholm. To begin with, a voting round was organised among more than 100 students from about 25 countries to decide on the name of the organization and with regards to the question of whether or not the IPSO should “become” a student division of the International Association of Applied Psychology (IAAP). As a result, the organization continued as a separate entity (but valuing affiliation with the IAAP and seeking other ways to formalise this) and was named IPSO, the International Psychology Students’ Organization. Since then, no more voting rounds have been organized; primarily because the web-based tool that was used has been deactivated by the former host. Because of this, and because it is easier to work in a small and dedicated group, the further work on the formation of the IPSO has been carried out by only four persons: Shannon McCaslin-Rodrigo, Nana Opoku Owusu-Banahene, Edward Van Rossen, and Malin Gustafsson Wiking. These four individuals have composed a mission statement, a list of possible services, and by-laws that are based upon those of the European Association of Work and Organizational Psychology (EAWOP); thus combining both individual and organizational membership (“Student Members” and “Constituents,” respectively). They agreed that the financial threshold for membership should be kept as low as possible, and therefore at present there is no membership fee required.

The by-laws also include a category of “Professional Members”, intended for former IPSO-executives and for professional psychologists who wish to be involved as advisors or link pins. Most of these will probably be informal representatives of professional organizations, who have already been a great support to the IPSO. They have advised the IPSO-executives, helped them to develop a worldwide network of interested students and supportive psychologists, and supported them to attend international meetings and congresses. There’s no doubt that without them the IPSO would not be where it is now, and the current IPSO-executives would therefore like to thank these people and organizations in the name of all future members of the IPSO: Dr. Kay Greene, former Secretary-General of the International Council of Psychologists (ICP), Scott Mesh, co-founder of the American Psychological Association of Graduate Students (APAGS), Dr. Slater Newman, Past President of Psi Chi, Dr. Pierre Ritchie, Secretary-General of the Inter-
The European Federation of Psychology Students' Associations (EFPSA)

The EFPSA was established in 1987 at the first international congress of psychology students in Portugal. The Federation has met each subsequent year at the EFPSA Congress, and aims to improve the educational conditions for psychology students in Europe; to promote the exchange of social and ethical ideas in connection to psychology; to promote student exchanges; and to promote scientific co-operation among European psychology students. The EFPSA has been an Affiliate Member of the European Federation of Psychologists' Associations (EFPA) since 2001; a relationship that involves cooperation, the mutual exchange of information, and sending delegations to each other's congresses. At this moment, the EFPSA has full member associations from 16 countries and observing associations from about 9 countries. All in all, the EFPSA thus represents around 80,000 European psychology students.

The EFPSA web site is located at www.efpsa.org. Students who wish to join the EFPSA should follow the application instructions on www.psychologystudents.org/membership.htm - it doesn't take much time.

Students who wish to help the current IPSO-executives should take a look at www.psychologystudents.org/help.htm.

The American Psychological Association's Division 52 Student Committee

The APA division 52 student committee was formed at the division's first business meeting at the APA convention in Chicago in 1998. The original student committee co-chairs were Shannon McCaslin and Kristen Lang. The student committee ensures the provision of a forum for students to discuss international issues in psychology and to publish their research and theoretical papers in the division newsletter. It also provides a place where students invested in working internationally in psychology can receive mentoring from established international psychologists through internet-based division listserves and chat rooms. At the present time, we are seeking students who would be interested in serving on the student committee in various capacities including work on the webpage, as a liaison to other international student organizations, and encouraging participation in the division through the division newsletter, internet-based forums, and at the annual meetings of the APA.

Students interested in serving on this committee can contact:
Shannon E. McCaslin-Rodrigo, MA
smcaslin@prodigy.net
PTSD Research Program, SFVA Medical Center
4150 Clement Street, San Francisco, CA 94116
415/221-4810 x3103

The membership application for Division 52 can be found on the Division 52 website located at http://orgs.tamu-commerce.edu/div52/.

(With over 200 individual members) should fill out the (little) requested information at http://www.efpsa.org/tff/webcomm.php/subs.

VISIT DIVISION 52 WEB SITE
http://www.TAMU-Commerce.edu/ orgs/div52

(Peace building cont. from page 10)
CROSS-CULTURAL PERSPECTIVES

Psychology and Religion in Italy Today

Luigi Silvano Filippi
Past-President of the AIEMPR

Psychology has been present in Italy since the beginning of the 1900's, with a growing expansion during the post-World War II period following the creation of several university faculties, degree courses, and schools of specialization. At the same time there has been an increased interest not only in the various forms of psychotherapy (psychoanalytical, behavioral, relational-systemic, anthropo-existential, etc.), but also in research into and the study of the psychological aspects relative to many areas of individual and social life: family, school, work, sport, and so on. Among these, religion surely could not be excluded, on account of the importance that many scientists attach to the religious dimension of personality and in view of the visible presence of religion in Italy, above all the Catholic religion.

Encouragement has also been derived from the fact that the 2nd Vatican Council (1961-65) laid special emphasis on the value of science (Constitution on the Church and the World: Gaudium et Spes, Nos. 36, 57) and particularly of psychology (Decree Optatam totius, Nos. 11, 22, 63; etc.). Moreover, during the last decades there has been an increase in intercultural and inter-religious problems mainly due to the considerable influx of Islamic immigrants, and this has led to a corresponding increase in the study of the psychological aspects of these problems.

It is, in fact, the discipline of psychology that must investigate the conscious and unconscious, individual and social psychic aspects of any psychic and behavioral activity, including religious activity. The latter is the basic material of the psychology of religion (or religious psychology) that, although it obviously cannot interfere in the actual object of the faith or the belief of the individual - nor does it have the instruments to do so - is nevertheless delegated to deepen the psychic aspect (individual and group dynamics) of the religious reality.

We find an example in the studies carried out by G.W. Allport (1950) who divided religiosity into "extrinsic" and "intrinsic". According to the author, extrinsic religion is a means to reach goals, whether they be spiritual or of psychic or social well-being: from the psychological point of view, it often uses a "defensive" system (i.e. of rationalizations, projections, etc.) that is valuable for the individual - sometimes also for society - as it protects him/her from anxiety, fear, etc. in the same way that an enthusiastically supported ideology or sporting activity could do. Intrinsic religiosity, on the other hand, considers religion as an aim, a benefit in itself, to be won even with sacrifices and, if necessary, against personal advantage.

Given human limitations, often in the religious attitude of each believer, there is a major or minor co-existence of both forms of religiosity. And today, even in Italy, it is not difficult to find psychotherapists who respect the religiosity (as they do the other attitudes) of the individual, and who help him/her to understand that the more he/she frees him/herself from possible internal conditioning, the more genuine his/her act of faith will be - if he/she so wishes.

The study of the problems of psychology and religion in Italy was and still is carried out by various institutions, above all by the Catholic University founded in the early 1920's by the physician and psychologist Father Agostino Gemelli. The Institute of Psychology that was soon established in this University continues to cultivate a particular interest in such themes. The Faculty of Medicine, founded in the early 1960's, has further added to its research and clinical activity. As well as the Catholic University, various other associations and groups that were formed in different cities have interested themselves in these themes, among them the "A. Adler" Institute of Individual Psychology in Turin.

As far as the specific study of the psychology of religion is concerned, it is included in the curricula of the study programs of the faculties of psychology, although at the moment very few State faculties of psychology have initiated this teaching. However, in Italy there are also many pontifical universities, some of ancient origin, that are attended by priests or those studying for the priesthood, and during the last decades also by numerous lay students. Initially they included faculties of theology, philosophy, and of canon and civil law but, in order to keep up with the times, they soon established institutes or offered courses in psychology. Today, almost all of them have institutes or departments of human sciences, educational sciences, etc., comprising various psychological disciplines including religious psychology. Among the pontifical universities, the Salesian University of Rome should be mentioned. Founded as the "P.A.S." (Pontificio Ateneo Salesiano) its degree course in psychology trained many psychologists in Italy before the degree courses in psychology were initiated in the State universities in the early 1970's. It also deserves merit for having established the first course in religious psychology (1958).

It should also be noted that considerable support has been given to the psychology of religion by the Società Italiana di Psicologia (SIPs) that in 1987 set up the "Divisione (Department) Psicologia e Religione" from which in 1995 derived the present-day Società Italiana di Psicologia della Religione (http://psico.univr.it/sipr/soc_pres.php). This provides a substantial impetus to the subject through successful biennial congresses attended by authors and participants from Italy and other countries.

Yet another line of reflection regarding the relationship between psychology and religion in Italy is that which proposes not only a deepening of the psychic dynamisms relative to the religious reality, but an exploration of the fields that psychology and religion have in common. The religious reality, therefore, is not seen as a "dependent variable" of psychology, as it is - and legitimately - by the psychology of religi-
(Psychology and Religion cont. from page 17)

...ion, but, rather, psychology and religion are both "independent variables".

This line of thinking receives considerable support from the Italian membership of an international scientific association founded in the 1950's by Charles Durand from Switzerland together with a group of European scientists, and which has now become the International Association for Medical-Psychological and Religious Studies (Association Internationale d'Etudes Médico-Psychologiques et Religieuses, AIEMPR, web site: www.aiempr.org). From the beginning, its character has been interdisciplinary and multidisciplinary, at first referring to the interface between the medical-psychological and the religious sciences and subsequently extending to the relationships between all the human sciences. Through such an approach it is easier to avoid harmful reductionism or extremism. For while the progressive depth and complexity of research has allowed for wonderful discoveries within the single disciplines, it has at times produced a dis-articulation between the various scientific sections, thus creating dangerous fractures between the branches of knowledge; for example, biology versus psychology, psychiatry versus psychology, religion versus anthropology, etc. Through its interdisciplinary approach, particularly with reference to psychology and psychoanalysis, the AIEMPR is in a small way able to contribute to the avoidance of such dangers.

The AIEMPR holds its international congresses, open to all, generally every three years. During the preceding three years the national groups organize the works to be presented at the congress through local and national meetings and reunions. The Italian group has always been in favor of the above-mentioned holistic outlook. It is very active and has organized international congresses in Milan (1960), Padua (1968), Rome (1978) and in Rome-Grottaferrata (1999). This last congress, whose theme was "Certezze ed Esperienza del Limite: Atti del XIV Congresso Internazionale dell'AIEMPR. Milano: Franco Angeli" Fizzotti, E. & Salustri, M. (2001), Psicologia della Religione con Anotologia dei Testi Fondamentali. Roma: Città Nuova.

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A Historical Review and Current Perspectives of Brazilian Research Programs in Psychology: Brief Notes

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Psychology as a profession allowed by the law dates back to 1962 in Brazil. A Bachelor's degree in Psychology, followed by one year of successful professional training, are the minimum requirements for a professional Psychologist's degree to be registered at the state Psychology Board. Further education may lead to either a Master's degree (around two additional years of study ending with a thesis presentation as a part of the course) and, following it, a Doctor's degree (ending with a successful dissertation), required from those pursuing a research and teaching tenured position in an academic career. The first courses were installed and in the late sixties the initial formally trained Psychologists appeared. Thus, only in the seventies full-fledged graduate programs dedicated to research and the formation of university professors gradually came to be.

Taking as a basis those three decades of graduate research programs in Brazil, the present work presents a bit of its history, try to identify its current tendencies and discuss the major contributions to the advance of knowledge in the field of Psychology. Taking into account this framework of peculiarities characterizing Brazilian graduate education, the most emphasized research topics are depicted and, with a focus aimed at Social Psychology, its major areas of investigation are discussed, hoping to report the current state of this endeavor, particularly to non-Latin readers.

There is a close connection between graduate programs and scientific publication of the research effort deployed by professors and their graduate students in the long line of competition for government funds and journal space to present results. The link is so tight that to talk about scientific output in Psychology is to talk about Psychology graduate programs; moreover, there are few Brazilian research institutions that exist independently of teaching and education responsibilities. Thus, generation of knowledge, theoretical or empirical advances, development of new methods or techniques are all either directly or indirectly related to formation and maintenance of research groups, academic debate, teacher qualification, scientific events and publication that take place in graduate programs and scientific associations that were born and grew as a result of the interchange among researchers belonging to those programs.

In a brief retrospect examining the Brazilian Psychology graduate system it can be observed a gradual increase through the decades from the seventies to our days. In 1970, there was only one Master graduate program; at the end of the decade, there were sixteen, but only three of them offered the Doctor's degree. In 2001, official records indicated the existence of 38 programs offering the Master's degree; among them, 21 were doctorate programs as well. Currently, there are 42 programs, half of them leading to a Master's degree (21 courses) and the other half, 21 courses, featuring full graduate programs leading also to the doctorate. Of course, the progress indicated by those figures has a highly positive meaning from the standpoint of the Brazilian research context, since it reflects the typical educational reality of

(Continued on page 19)
the so called developing countries, a result not to be comparable, in absolute terms, with the standards, in Psychology, of the major international centers.

It is also worth mentioning that the expansion of the Brazilian graduate programs in Psychology, particularly those featuring a doctorate, is due to the public institutions of teaching and research. Recent data (Borges-Andrade & Menandro, 2002) show this fact. In 1977, 11 (68.7%) among the 16 programs offering a Doctor's degree were maintained by public institutions. In 2001, they were 16 (76.2%) among 21 programs overall. Despite their initially reduced participation, the share of private institutions in graduate programs offering a Master's degree has been steadily growing; from 25.9% (seven programs among 27) in 1997, they reached the mark of 31.6% (12 among 38 programs) in 2001. The country's economic and social conditions, the scarcity of scientific research funds in the private enterprise, and the slow valuation of its teaching and research, turned Psychology into a late bloomer as a significant player among better positioned disciplines in prestige and thus, better supported.

Although promising as those numbers are, reflecting the expansion of graduate programs in Psychology, in no doubt they have to expand at a much faster rate if they are to graduate teachers to meet the demand stemming from the growing number of professional Psychologists entering the job market each year (after getting a Bachelor's degree, going through one year of professional disciplines and an internship with supervised training). In 2001, approximately 11,000 met those requirements, coming from the more than 140 courses now functioning all over the country (Borges-Andrade & Menandro, 2002).

Graduate programs in Psychology tend to concentrate their teaching and research activities around a few central themes. It has emerged, bringing those themes to a sharper focus, a number of different areas of interest, i.e., Clinical Psychology (11 programs), Social Psychology (11), Developmental Psychology (6), Health Psychology (6), Learning and the Experimental Analysis of Behavior (5), Psychobiology (3), Organizational Psychology and Work Psychology (3), Personality and Constitution of the Self (3), Educational Psychology (2), Cognitive Psychology (4), Psychometrics and Psychological Measurement (2), History and the Epistemology of Psychology (1), and Neurosychology (1). Examining this brief general classification, it can be observed that Social Psychology and Clinical Psychology are the two areas on which most of the research effort of Brazilian graduate programs is focused. Taking into account each program's relative position in the overall distribution, significant dispersion can be detected among the other areas, notwithstanding the slight concentration in a few of them.

On the other hand, it is worth mentioning that from the standpoint of the global development of Psychology as a discipline, striking tendencies make themselves apparent. First, interest in knowledge more prone to applicability to the great and urgent social problems that are traditionally present in Brazilian society. Second, the need to examine the context in which human behavior takes place, and its altogether impact on the human being. That posits the question beyond the individual level of explanation and, of course, demands answers from studies of people's behavior that take into account the specificity of the social, political, economic, and cultural context in which people live (Serrano-Garcia, 1998). The underlying assumption of those holding this point of view is that historical processes, traditions, customs and values, needs and objectives inherent to Latin America reality turn out to be an imperative both the revision of classical conceptions of science and research, and the critical questioning of generalizations on the human conduct.

Taking Social Psychology as a focus and following its academic tracks in Brazil, it is safe to say that almost half that everything delivered in the form of scientific knowledge by Brazilian graduate programs relates itself, one way or another, to Social Psychology. Comparisons among master's thesis and doctoral dissertations submitted during the year of 1998 in 27 graduate programs (399 of them), and during the year of 2001 (845 altogether) show an enormous thematic amplification brought about by Social Psychology, bringing to Psychology a new kind of linkage between itself and the real world. Such a situation, tells P. R. M. Menandro (personal communication, 11/10/2002), happened when social psychological thinking was set free of methodological chains by the means of which knowledge, or even the possibility of reaching knowledge, was submitted to. It was the kind of methodological formalism that prescribed one and only way of doing research. Either it was done the way it must be done, or it should not be done. Currently, the methodological issue is prominent as ever. The great challenge today comprises the development of methodological and interpretative instruments, and theoretical-methodological ones as well, to provide clearer articulation, integration and generalization of explanatory propositions in Social Psychology. In Brazil, predicts Menandro, we are about to see a great revival of Social Psychology's methodological strength in the next few years.

Historically, it is possible to characterize the Brazilian Social Psychology development along three major tendencies. Last century, in the thirties, before the Brazilian university system consolidation, questions studied by Social Psychology were descriptive and methodologically naïve (Krüger, 1986). The scarce theoretical contributions then presented differed in relation to the predominant orientation - either more psychological, or more sociological, reproducing thus the discussion underlying the common roots of psychosocial knowledge. When it was introduced as a mandatory discipline (enforced by the 1962 law on Psychology as a profession) that every professional Psychologist must go through, a new orientation takes the discipline closer and closer to American Social Psychology. There has been, for the next two decades, thematic, theoretical and methodological affinity with the experimental Social Psychology that was taking place, at the time, in the United States, even after several major graduate programs had already been implemented. Finally, as a result from the critical work of those who had the opportunity of being formed and trained differently, Social Psychology focus began to expand to include the European perspective. New objectives were then sought aiming at the so called Sociological Social Psychology, with a number of different forms.

Currently, those two different perspectives develop teaching and research in Brazil. In the last few years, however, several changes can be detected in Social Psychology among some professional programs and a number of graduate programs as well; it seems that the psychological orientation of the discipline has been gradually (Continued on page 34)
The Soviet Man and the Authoritarian Personality

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Introduction

The present study examined whether living under a Communist dictatorship may increase one’s level of authoritarianism, thus testing the claim that situational factors effect this personality trait, and to determine whether authoritarianism may develop within a Communist dictatorship (Rokeach, 1960). Three groups were compared regarding their authoritarianism levels using Altemeyer’s (1988) Right-Wing Authoritarianism (RWA) scale: (a) citizens of the Former Soviet Union (FSU), who immigrated to Israel during the seventies, (b) citizens of the Confederation of Independent States (CIS), who immigrated to Israel during the nineties, and (c) a control group consisted of native-born Israelis.

Method

Three hundred subjects filled a Russian (α = 85) and a Hebrew (α = .88) versions of RWA scale and a demographic questionnaire. One hundred of the subjects immigrated to Israel from the FSU in the seventies (IS), their mean age being 49 (SD = 7.90); 100 immigrated to Israel from the CIS, their mean age being 41 (SD = 7.92), and 96 were native-born Israelis (IB), their mean age being 37 (SD = 9.57). The two groups of immigrants filled in a Russian version of the RWA and the native-born Israelis filled in a Hebrew version. All the subjects had a B.A. or an M.A. degree.

The research forms were administered in community centers and filled out during Hebrew and other classes in the presence of one of the research assistants and the instructors of the classes and collected right after they had been completed. To enhance maximal cooperation, blood pressure of the subjects was measured by the research assistants, who were all nurses, before and after filling out the questionnaires, in exchange for the subjects’ cooperation. A short explanation regarding the importance of measuring blood pressure was also given before the research forms were administered as part of a community health project. This resulted in 100% response rate.

Results

An ANCOVA, in which the RWA scores were the dependent variable, the group (IS, NI, and IB) was the independent variable, and subjects’ gender, age, and religiosity level (which had been found to be related to RWA in previous studies) were the covariates, showed that the highest RWA level was found among the IS. According to Sheffe test, this significant difference is the result of the fact that the RWA level of the IS is significantly higher than both that of the IN and that of the IB (whose RWA mean scores have not been significantly different).

Pervious studies showed positive relation between authoritarianism and religiosity (Adorno et al., 1950; Altemeyer, 1981, 1988, 1996). The pattern of this positive relation between these two variables was found to be quite different among the subjects of the present study. The distribution of religiosity levels among the three groups indicated a significant relation between level of religiosity and subjects’ groups affiliation. The vast majority of the two groups of immigrants is secular, whereas the levels of religiosity among the native-born Israelis are more or less equally distributed. This finding is unique regarding the two groups of immigrants, as previous studies had shown a strong positive relation between levels of authoritarianism and religiosity. The highest RWA level in the present study, however, is that of the IS, in which the highest rate of secular subjects is found as well, followed by the RWA of the IN and that of the IB, where the rate of secular subjects is the lowest.

The unique pattern regarding authoritarianism and religiosity is also supported by the political affiliation of the subjects, which is completely different from the relation usually found between authoritarianism and political affiliation. The rates of the supporters of the three political blocks (Left-wing parties, Right-wing parties, and Religious parties) within each group show a significant relation between the political identification of the subjects and their groups’ affiliation. More than half of the IS, whose RWA level is the highest, support the left-wing parties. This finding is also completely reversed to what is known so far from previous studies carried out in the world, as well as in Israel regarding high RWA levels found among both rightists and religious subjects.

Discussion

The authoritarianism level of the immigrants of the seventies (IS), who had been socialized in the FSU, when the ideal was "The Soviet Man" and whose affinity to the Jewish collective and to Zionism has been stronger, was found to be significantly higher than

(Continued on page 34)
In effect, the emerging field naturally lends itself to cooperation between researchers located in different parts of the globe. As is true for the discipline of cross-cultural psychology in general, the new field helps researchers become aware of different cultural viewpoints, psychological differences between persons living respectively in the industrial and the developing world, and the ethnocentric biases that continue to distort various scientific and professional facets of American psychology.

Consider in this context a few of the many volumes that have appeared recently or are scheduled for publication in the near future:

- Gardiner and Kosmitzki's (2001) Lives Across Cultures: Cross-Cultural Human Development presents an easy-to-read introduction to the field suitable for undergraduate students. It has already appeared in two editions suggesting a growing interest in cross-cultural investigations of the life cycle in both the United States of America and abroad.

- Berry, Dassen, and Saraswathi's (1997) Basic Process and Human Development, the second volume of the widely cited Handbook of Cross-Cultural Psychology, offers the professional reader and graduate student a series of authoritative reviews of representative areas of cross-cultural human development research.

- Amnett's (2001) innovative volume Adolescence and Emerging Adulthood: A Cultural Approach presents, for the first time, a psychological overview of adolescence and youth from a global and culturally informed point of view.

- Comunian and Gielen's (2001) broadly conceived volume, International Perspectives on Human Development introduces the work of a distinguished group of 54 international authors who review theories of, and research on, the human life cycle from a rich variety of perspectives.

- Smoll's (2001) Kids: How Biology and Culture Shape the Way We Raise Our Children steers a middle course between emphasizing cultural and biological influences. Written by a well-informed cultural anthropologist for the general reader, it can be used in combination with standard textbooks in developmental psychology.

We may add to these works a number of forthcoming volumes such as those written and edited by Brown, Larson, and Saraswathi (in press), Gielen and Roopnarine (in press—a, in press—b), Keller, Poortinga, and Schooler (in press), Rogoff (in press), and Saraswathi (in press). These and many other books already in print leave the attentive reader in no doubt that Cross-Cultural Human Development is a discipline whose time has finally arrived.

Because Cross-Cultural Human Development constitutes a relatively new field, and because just about any domain of psychological development can be studied from a comparative point of view, the field is bound to adopt a somewhat diffuse identity. Nevertheless, we can point to a number of characteristics that, while lending a unique flavor to this area of study, provide exciting intellectual challenges to all those planning to get involved in it. In the interest of brevity, let me point out just three of these special characteristics.

1) Cross-Cultural Human Development is a multidisciplinary field that includes a variety of perspectives derived from psychological and cultural anthropology, evolutionary biology, comparative sociology and the study of global sociocultural processes, demography, and psychology. Consequently, it is well suited to counteract any professionally induced tunnel vision that may keep us from understanding human development in all of its complexity. In this context, the student of cross-cultural human development may come across widely differing information such as ethnographic accounts of family life in different cultural settings, global demographics and economic statistics pointing to the widely varying parameters of children's lives in the poor and the rich countries, cross-cultural tests of evolutionary hypotheses, religiously shaped accounts of old age and death among tribal people, descriptions of societies in which infants are thought to be reincarnations of sacred ancestors, and so on. Many of these topics are missing from most accounts of American mainstream developmental psychology.

2) Within psychology, the field reflects the sometimes competing influences of multicultural psychology, cultural psychology, and cross-cultural psychology. Whereas multicultural psychologists have tended to focus on psychological development among members of ethnic minority groups and immigrants within a given society (e.g., Suarez-Orozco & Suarez-Orozco, 2001), cultural psychologists have been impressed by the pervasive influence of indigenous conceptions such as parental ethnotheories, culture-specific worldviews, and collectivistic moral value systems in different parts of the globe. Many cross-cultural psychologists, in contrast, emphasize that at least some psychological developmental

AN INVITATION

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The primary mission of SPR is to foster the development and dissemination of scientifically rigorous and clinically relevant studies related to the outcome of psychological interventions, process of change, and the characteristics of clients and therapists. Among the many topics that have been addressed at SPR meetings are the working alliance, therapist's techniques and competence, inpatient psychotherapy, brief therapy, behavioral medicine, computerized treatments, empathy, expectations, transference and counter-transference, emotional expression, defense mechanisms, attachment, treatment length, diversity, gender, assessment and case formulation, supervision, and training.
PSYCHO-POLITICAL PERSPECTIVES

The US and the EU: A Positive Past but Uncertain Future

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Introduction

This piece is about the US and the EU: past, present, and future. I shall discuss the importance of this relationship in its economic, political, social, cultural, and interdisciplinary respects, including some security, business, and foreign policy implications. My overall conclusion is that the US will continue to be involved and spend its treasure in Europe and the world as long as its vital national interests are perceived to be affected. The cultural practices the US has developed with Europe and Japan over the last 80 years are overpowering forces for continuing goodwill, cooperation, and harmonious relationships. This is likely to continue for the next quarter century.

Importance of the US-EU Topic for Informed Citizens/Intellectual Elites

The average person on the street in Boston or Bremen does not know or care what the initials EU/EG or NATO/NAVY mean. Some US public opinion polls show that foreign policy concerns are of little interest to voters. They are more interested in taxes, jobs, the economy, health care, education, crime, welfare, social security, abortion, and a politician’s “character.”

Despite the average person’s lack of interest in what we are discussing today, the role which the US, Germany, or Japan plays in the global security and economic systems is critical to the successes or failures of those systems as well as to their own national prosperity and national security. The costs of these involvements in terms of foreign policy, foreign aid, and defense budgets must be borne by the taxpaying citizens in each country. In the US, for example, $350 billion per year is spent on just the defense budget, itself. Daily, over a $ trillion in world monetary transactions take place. Besides Canada, the EU is the US’s largest trading partner with $230 billion in two-way trade in 1994. In 1992, the EU had $219 billion invested in the US and the US had $201 billion invested in EU countries.

Remember that the US and EU countries share a long-standing security relationship in NATO. In the GATT and WTO, we see another economic connection. We both belong to the Organization for Security and Cooperation in Europe (OSCE), cooperated in the 1991 Gulf War, jointly supervise the cease fire in Bosnia, and are sharing the reconstruction costs there since the new government there was secured. Along with the CIFT concept, the military branch of the EU (the WEU) is also closely allied with NATO. NATO plans for eastern expansion (through the PFP plan) will be linked to what happens in the next step, imminent, planned EU expansion to CEE. The EU and the US share a commitment to further world peace by banning nuclear testing and chemical weapons, to extend the SALT/START/CFE process with Russia, and to strengthen security to keep world peace.

US Political Culture, National Character, and the EU Relationships

Nine key US national characteristics influence American foreign and international economic policymaking. These are:

Many of these American values are in tension or ambivalent. It is possible for Americans to be realistic, to use a centralized economic and industrial policy in time of warfare, to use economic sanctions against apartheid, and to change recent immigration quotas to favor Latinos and Asians. The US is willing to compromise with other societies within the context of creating a distinctively American foreign policy. The average American can support this policy, just as he/she can accept the continuing strains and contradictions between isolationism and internationalism.

Global internationalism, containment, and anticommunism have been the three main pillars of US foreign policy for the last 50 years. Recently, there has been a resurgence of neo-isolationism in the US. For example, Pat Buchanan boldly declared “America first, foremost, and always.” President G.W. Bush has been labeled a “unilateralist” for his anti-Kyoto, world war criminal court, and attack Iraq single-handedly approaches, as well as for his stands on ballistic missile defense and a new first strike posture against a growing list of “evil” and “rogue” states. US isolationism generally has a political, rather than an economic, basis. Increased foreign policy isolationism both undermines economic expansionism and cuts us off from the benefits of a balanced, harmonious, unitary, no contradictory world system in which US world responsibility is temporized because of its European (e.g., NATO, OSCE, UN, etc.) connections. Our regional and continental connections soften the harshness of US moralism, messianic, nationalism, militarism, authoritarianism, idealism, and racism, for example.

America and the EU: Some Positives and Negatives

A. An Historical Sketch of US Support for, Opposition to, or Uninterest in the European Integration Movement

Since 1945, the US role in EU foreign policy and European integration has been so large it is difficult to assess, aimed at reciprocity in mutual economic and military benefits (but disproportional in protecting US security interests), and was extremely important for furthering the process. The expression of US support for European Union can be seen in the Marshall Plan (1947), NATO (1949), and early backing for the (Robert) Schumann Plan (1950), especially as it was based on US federalist principals or a US of Europe model. The 1990s began with the Transatlantic Declaration on EC-US relations.
Examples

We need not dwell on the negative features of the US/EU relationship, but a few examples prove that the path of true love is not always smooth. For example, in February 1996, the EP put rigid quotas on the number of US television programs that can be shown on European TV. Especially France had also proposed the import quotas established on US films over the years. Consequently, some limits on US "cultural imperialism" have been established, but we don't know where or when they will stop.

Our short list of negative features of US/EU relations includes:

1. Difficulties between the two trading blocs concern the interest of both in staking a claim to China and Latin America as principal trading partners.

2. US-imposed "antiterrorism" penalties and embargoes for Europeans, Canadians, and others trading in Cuba, Iran, and Libya. EU countries saw these as infringements of their sovereignty and evidence of US extraterritoriality, economic imperialism, and overreach which will not control terrorism as well as the EU negotiated and diplomatic approach.

3. Digital and other US companies complained in May 1996 that EU customs on network computers are to be doubled if they come under the telecommunications tariff regime, much as the case with multimedia PCs, which may also be taxed at the higher TV set rate. This trend directly conflicts with the new open EU/European telecommunications system since January 1998 regarding mobile phones, networks, and telecommunications alliances. Surprisingly, in March 1996, the EU indicated interest in adopting a US/EU Information Technology Agreement to slash these tariffs and reduce cost as a barrier to the arrival of the information age. Fortunately, this dispute could be resolved in the WTO.

4. There are also US/EU disagreements on agricultural imports, dumping of products on one another's economic turf, and differences about environmental and safety regulations. For example, in July 1995, the EU imposed new auto safety standards and crash test requirements, which were tougher than those in the US. Therefore, the "global car's" chances were substantially reduced.

5. The US and the EU have disagreed over the degree to which defense and commercial airframe/engine manufacturers receive government subsidies which are part of the cost of development and may be included in the price offered to world purchasers.

6. In April 1996, Dormont Manufacturing Co. (which has made hoses for deep fat fryers used in Europe for years) was informed that its hoses could no longer be used in the UK or France because of "public security" questions, which each EU country can interpret for itself. Despite the fact that Dormont later got approval from the UK and Belgium, it was not possible to get EU-wide clearance so that a country-by-country "voluntary" approval had to be followed. The solution is a cheap and readily available adaptor, which will prevent gas leaks. So while big US multinationals stand to benefit from common EU standards, $300 million of the $112 billion in US exports must now go through this approval process.

7. The EU and the US had other disputes over commercial aircraft sales to Asia, Latin America, and the Middle East; over UN, WTO, and OECD secretary general candidates; and over other issues (such as bananas, scienceology, drugs, Eastern Europe, Russia, North Atlantic fisheries, etc.) which warranted continual official contacts and increasing understanding and coordination if not total elimination of the problem.

There are many positive examples of EU/US cooperation, including:

1. The US/EU have cooperated for years (USAEC and EURATOM) regarding common nuclear/atomic goals, such as nonproliferation for defense and security objectives.
2. The US in February 1996 joined the EU in a WTO complaint to force Japanese compliance with the 50-year copyright law covering recordings before 1971.

3. In November 1995, there was a Transatlantic Business Dialogue between the EU and the US to remove remaining barriers to free trade. These agreements concerned open telecommunications systems, no use of trade to impose environmental restrictions, one common standard for national/international investors/investments, access to one another’s public research and development programs, common anti-bribery sanctions, and cutbacks in national security/defense exceptions to the GATT agreement. In December 1995, this US/EU “Transatlantic Agenda” was signed in Madrid, Spain. It spoke of shared leadership, economic integration, and global economic order. The 150-part plan covers trade liberalization in telecommunications and maritime shipping, action against organized crime, medical cooperation, and creation of a transatlantic marketplace. It is hoped this agreement will appeal to the “bipartisan middle” in US politics and will help contain the nationalistic/protectionist forces of “populist neo-isolationism” which are anti-NAFTA and anti-WTO.

By January 1997, when this agreement was implemented, there were some common rules and standards on investment, technology, medical devices, telecommunications and electrical equipment, drug testing/approvals, and other matters. The EU and US also worked on tariff reductions and investment liberalization rules. Targeted issues were government procurement, trade, and the environment and a focus on humanitarian and environmental protection, nuclear safety, and information exchanges for immigration, asylum, and criminal data. Still remaining are differences over EU/NATO expansion, Euro and dollar interactions, and a CFSP in Europe in which the EU and US are both interested.

4. The history of EU/US trade harmony often has a company-by-company basis. For example, the US had problems with Sweden’s dumping its steel products. However, the US textile and apparel industries have a multibillion annual export surplus with the EU in the 1990s. In defense sales, the US in 1996 exported $5.4 billion to the EU, while the EU exported only $900 million to the US. This is one area where EU defense protectionism may yet win out (especially in France, Germany, and the UK).

5. In 1961, an analysis of Britain’s role in the EU was entitled “Towards a United States of Europe.” Much has changed this model in the last 35 years, including Thatcherite and Conservative Party resistance to the fast track of European integration with respect to monetary integration and a CFSP.

In the 1990’s, the US entered into NAFTA with Canada and Mexico. In the US, this had bipartisan but not labor or neo-nationalist (Buchanan) support. One proposal for EU/US cooperation from the mid-1990’s is to provide a new post-GATT/WTO trade liberalization agreement called TAFTA (Transatlantic Free Trade Agreement). While all agree that certain key areas (such as agricultural products, steel, textiles, commercial aircraft, high-tech computers and telecommunications equipment, banking, and film/information services) may currently be exempt, there are certain areas where broadening international trade would go beyond deepening regional ties on each side of the Atlantic. A TAFTA agreement would parallel NATO in the economic area. As of today, while the UNO and NATO both seem to be moribund, if not totally irrelevant, to world politics, TAFTA is for all intents and purposes, dead on arrival. There is little hope for its revival anytime soon.

Conclusions: Is the Glass Half Full or Half Empty? What are the Likely Prospects for EU/US Cooperation in the 21st Century?

1. As we think about the future of the EU and US relationship, several factors must be considered. For example, will American values (such as exceptionalism, liberalism, or laissez faire) win out over Americanism and pragmatism to ensure more US/EU cooperation in the future, with or without TAFTA?

2. Another factor is the US and European business climate in terms of relative prosperity, willingness to support internationalism and globalization, and their degree of support for increased cooperation. In the US, corporations supported NAFTA, but not prescription and health reforms. Business support in both countries (which is more easily discussed in Germany as compared with the US) will help broaden and deepen the US/EU relationship.

3. The degree of US nationalism and protectionism which develops in the next few years will make a difference in our belief in the shared internationalism of a “new world order” as contrasted with the narrow provincialism of “America First.”

4. As the future of NATO plays out and it and the EU are expanded eastward, the degree of cooperation in one field (military) will help to determine the cooperation in the other (economic). Now, there are sufficient disagreement/division/separate tracks within the EU (regarding the UK, France, Denmark, etc., derogating the Euro currency or the US role in Europe) that this divisiveness must be sorted out before the US can have a secure seat at the EU table. Unlike Germany or the Netherlands, France does not want the US in Europe either as military partner or economically. This will be a major obstacle to US involvement in European integration in the future.

5. In the future, much will depend on the rest of the world and peace in Europe. The degree to which the EU increasingly cooperates with Asian countries or the degree to which Eastern Europe or the Middle East remains relatively peaceful will be other geopolitical/geostategic realities, which will influence the future relationship between the EU and the US.
The Difficult Task of Defining and Understanding Terrorism

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What are the real causes of fundamentalism? Can we really define terrorism? What factors contribute to the formation of religious extremism? Is there a comprehensive psychological understanding of ethno-political conflicts, regional wars, or global peace?

The mass media has been lately flooded with topics on terrorism, fundamentalism, and religious militancy. The news agencies have been rather obsessed with everything related to sudden violence and terror. Obviously, the shadow of terrorism has invaded all aspects of life and society. Discussions about terrorism have been evident in the classrooms, government halls, city markets, worship places, and many other social circles. It is on the mind of people everywhere, creating subtle anxiety, confusion, and a lot of apprehension. But is it really possible to deeply comprehend and fully explain the idea of terrorism?

When we think of terrorism, we have to think of a large spectrum of ideas, concepts, and meanings. Terrorism is not an easy concept to define. It is rather a compound and misleading term. Terrorism is certainly a broad phenomenon. It has a complex nature, multiple causes, wide functions, and a variety of manifestations.

Recently, the word terrorism is being overused for a lack of better or alternative terminology. Like it is the case in other languages, multiple words and expressions should be used in the English language to clarify this complicated concept. Discussing linguistics, Roberts (2002) argued that we usually know and use several words without the benefit of a definition. "A more aversion to definitions is that in ... international relations, you have to accept that infinite varieties of meaning attach to the same term in different countries, cultures and epochs" (¶ 3).

The French author Gayraud (1988) defines terrorism in terms of its methods rather than its political, philosophical, or ideological stance thus allowing the stigmatization of a definite enemy. According to Gayraud, terrorism is viewed as a new form of warfare that blurs the distinction between periods of hostility and periods of calm or peace. Ironically with time, the status of some groups change from being terrorists to being legitimate, or even friendly (and back to being terrorists), as the winds of politics and the strategic alliances also change over time.

What does constitute a terrorist? To answer, we must admit that so far, and similar to its mother term terrorism, there is still no total agreement on what constitutes a terrorist. To a large degree, terrorism is a matter of perspective. It depends on the group's position on politics, society, culture, religion, and the dynamics of regional and world powers. For one group, which represents the majority of opinions in many cases, terrorists are radicals, lawless, separatists, fundamentalists, revolutionists, inhumane, extremists, raged fanatics, cold blood killers, evildoers, barbarians, sociopathic murderers, fascists, destroyers of civilization, etc. For another group, which mostly represents the minority of opinions, terrorists are actually legitimate resistance people, freedom fighters, determined activists, strivers for justice, refusers of oppression, pure nationalists, opposers of harsh dominance,rebukers of corruption, social reformers, carriers of a supreme cause, executors of divine missions, etc., (Abi-Hashem, 2002). To them, these causes are high moral duties and great spiritual virtues. Naturally, such underlying passions will only serve to deepen their love of martyrdom and suicide missions.

Perhaps it is easier to label an act or diagnose a behavior as terrorizing rather than tracking down and categorizing terrorism as a whole. The reason for that is because terrorism, though it has several comprehensible and concrete elements, remains to a large degree an abstract conceptualization. It stems from a wealth of geo-political and religio-ideological factors. It represents an accumulation of intense dynamics which could have been boiling for a long time. There are usually an extensive background history and a host of events that shape a movement of this nature. The underlying currents seem to gradually develop and build up until they become ripe and ready to explode or to be acted out publicly. Roberts (2002) emphasized the fact that, historically, the term terrorist has had a number of distinct meanings. Roberts commented that some militant political groups used the word 'terrorist' proudly and observed that "they framed their arguments in terms of a narrow conception of morality, held a simplified view of the world and showed little interest in prudential considerations. They propagated what has remained the common terrorist delusion that dramatic and violent acts would spark off revolution" (Changes of meaning, ¶ 2). It is important to note here, that every major conflict or civil war in history included aspects of traumatic events, horrifying acts, and actual terror in one way or another and to one degree or another. Destruction, tragedies, and horrifying deaths have always been part of every intense conflict and war. Nations, governments, parties, various troops, armies, militias, police forces, gangs, etc., all alike have used terrorizing methods to press their goals. Such methods can be used to make a strong statement of opposition, to express open rebellion, and to inflict pain and punishment on others, perceived to be linked to a real or symbolic enemy. Throughout history, various groups and even governments have used humiliation, retaliation, oppression, assassination, torture, and even mass murder. Unfortunately, some forms of violence, terror, and horrifying acts are being justified and labeled as self-defense or legitimate retaliation only because the executors have the power, the means, the visibility, and the upper hand.

At times, certain types of violence and terror are employed as an attempt to simply address major injustices and gross mistreatments practiced by the dominant power over minorities. At other times, smaller radical groups utilize terrifying approaches in order to express their social disobedience, begin a political revolution, gain an economical trophy, or start a religious reformation. Frequently, religious beliefs have been central to a group's cause. However, religion and theology are being used, at times, as a mere cover to ulterior motives, personal gains, or unconscious rage.

It appears that fundamentalism and radicalism are not only associated with spiritual doctrines but are also found in almost every endeavor. The human nature tends to resonate toward extremes. That is especially appealing...
Public Sphere and the Future of Democracy in Russia: The End of Transformation? The Role of International Research Networks.

Julia Rozanova

The question regarding the prospects of the public sphere and public policy in Russia is equivalent to the question regarding the prospects for Russian democracy. Without it democratic development in Russia is not possible. In this connection these issues have become central to the activities of the Gorbachev Foundation. The former President of the Soviet Union, Mr. Mikhail Gorbachev, founded it to assist Russia's democratic development.

One of the first trips of Mikhail Gorbachev abroad (in his new role of the President of the Foundation) was to Canada. It resulted in creation of the Joint Russian-Canadian project between the University of Calgary - Gorbachev Foundation (UCGF) in 1992. It was decided that the funds generated during Mr. Gorbachev's visit would be used to encourage Russian-Canadian research projects promoting the democratic process in Russia. This idea was supported by the Gorbachev Foundation, as well as by the President and the academic staff of the University of Calgary. It received total approval from the government of Canada, which allocated to the UCGF considerable financial assistance through the Canadian International Development Agency (CIDA).

According to the understandings developed within the UCGF project, the public sphere is a way to maintain the climate of democracy within a society. Its essence lies in supporting and enlarging the involvement of society itself, in the political process and by encouraging the search for solutions to vital problems. These solutions, moreover, should provide the best possible mix between public and private interests. Within this framework, the public sphere performs the following four functions:

The first function of the public sphere is the articulation of various interests of different social groups.
An Integrative Model of Group Tensions

Review by
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*BOOK REVIEW*


Intergroup Relations in States of the Former Soviet Union is aimed at understanding the formation of social identity within the context of different ethnic groups in society. As part of the European Monographs in Social Psychology series sponsored by the European Association of Experimental Psychology, the purpose of this book is to assess the present psychosocial situation of Russians in the countries of Belarus, Ukraine, Moldova, Georgia, and Kazakhstan which proclaimed their independence after the disintegration of the Soviet Union in 1991. Russians are now the minorities who live outside of their motherland in the "foreign" countries and, thus, they experience much hardship in readjusting to new social systems and lending meaning to their lives.

The book is divided into three parts. In Part I, Chapters 1 and 2 provide a theoretical foundation for the book by including an in-depth discussion of the causes and consequences of stereotyping, prejudice, competition, and conflict within the context of intergroup relations in the former Soviet republics. Most important, however, are the opening pages of the first chapter, which offer a thematic orientation necessary for the reader’s full understanding of the interplay between social dynamics and the motivational roots of societal integration (pp. 8 ff.). According to the ethnic competition theory, for instance, the increased mixing of peoples in modern urban societies intensifies the competition between various groups, thus evoking ethnic and national identifications of the people (pp. 31 ff.). This contradicts Allport’s (1958) famous contact theory and the almost universal expectation that increased contact should make people find some common ground and realize that they are more similar than they thought. In Chapter 3, the historical development of the five countries in relationship to Russia and Russians is examined. It includes a brief discussion of the current political situation, the actual ethnic configurations, and the economic stratifications of the populations in the five countries.

Part II incorporates the main components of an empirical study. Chapters 4, 5, and 6 focus on the attitudes of the five ethnic groups toward Russians, next, of Russians toward the ethnic groups, and, finally, the attitudes of Russians and the five main groups toward Jews and Armenians. The method of the study consists of national surveys, which were administered to the members of the ingroups and the outgroups in the five post-Soviet republics. The findings imply that the mutual evaluation of the indigenous population ("titulars") and Russians appear to be rather positive in Belarus and Ukraine, more negative in Moldova and Georgia, and very negative in Kazakhstan (p. 2). It should be noted in this context that both the Belarusian and Ukrainian cultures are Slavic by nature in contrast to the Latin, Persian, and Turkish heritages of Moldova, Georgia, and Kazakhstan, respectively. At a more general level, positive intergroup attitudes are more likely to develop if two ethnic groups share an idiosyncratic history and culture including a common language and religion (Maass, Ceccarelli, & Rudin, 1996). On the other hand, the circumstances in Moldova, Georgia, and Kazakhstan are not in favor of Russians. First of all, the indigenous languages of these countries are not Slavic in origin. In addition, perceived economic competition excludes Russians from these countries’ mainstream society. In the case of Islamic Kazakhstan, however, the (Christian) Russians are kept at a distance even though the nation needs Russian assistance to help bring it through its economic crisis.

Chapter 6 outlines a framework for explaining how negative mutual images and perceived competition among the dominant titular group and Russians affect their negative attitudes toward Jews and Armenians (pp. 149-178). Russians have viewed these "satellite" groups as outsiders for many centuries. For the most part, Jews have occupied commercial positions across the former Soviet Union, while the people originating in Armenia, a small Transcaucasian country, form a powerful coalition of highly educated professionals in the prestigious spheres of economics, sciences, engineering, arts, and business. Thus, the authors suggest that as the titular groups and the Russians are intermingled in broader societal conflicts, both Jews and Armenians tend to be conveniently perceived by them as exploiters of the available resources and opportunities.

In Part III, the authors reveal their views and ideas about the consequences of intergroup relations. In Chapter 7, the profile of potential conflict scenarios between the indigenous populations and Russians is analyzed in accordance with prevailing negative intergroup attitudes and the political make-up of the respective nations. Chapter 8, in turn, focuses on the socioeconomic factors, individual preferences, and adaptation strategies that people use to identify with a particular group (pp. 211 ff.). The authors conclude that self-esteem, ethnic competition, and group alliances influence the intergroup attitudes.

Overall, this scholarly volume makes an outstanding contribution to the psychosocial study of intergroup relations. Nonetheless, the book’s sociological orientation leaves room for future investigators to explore in more detail such psychological topics as the effects of cognitive, affective, cultural, and motivational factors on people’s behavior in intergroup situations in the former Soviet republics. The book’s integrative

(Continued on page 28)
(Psychotherapy cont. from page 27) approach points to the authors' intention to construct a comprehensive theoretical model of intergroup mechanisms by taking into account intergroup perceptions, evaluations, attitudes, and behaviors. Their integrative model should prove of great value in international research on ethnic group relationships and tensions.

References


Review of Waves of Rancor: Turning in the Radical Right

Reviewed by

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Robert L. Hilliard and Michael C. Keith
Waves of Rancor: Turning in the Radical Right (2000)
xxv and 288 pages, bibliographical references, index, and seven end-of-chapter appendices
$32.95 (cloth)
ISBN 0-7656-0131-1

Degrees of Authoritarianism in Contemporary America: Survey of the Puerile to the Ultimate Radical Rightists Today

This is a very useful book for those interested in the radical right in the United States and Canada and the broad spectrum of its manifestations both here as well as links abroad. The book also incorporates interesting end-of-chapter appendices containing relevant documents, speeches, press releases, reading lists, letters, web pages, logs, laws, and other resources. These also make for fascinating reading since they either corroborate or expand upon themes and content developed in the preceding chapter.

The two authors are Boston-area academics experienced in both investigative research and book publication as well as mass media trends in the United States and the world. Scholars should be interested in this book mainly because of its broad scope, but also because it consolidates many detailed research findings on specific right-wing organizations and individuals. These are compiled into comprehensive reports on the sources and causes of rightist authoritarianism, their major arguments and ideologies, their media preferences, major spokespersons, the spectrum of their beliefs, neo-Nazis, as well as other violent extremist organizations.

At the end of the book appear the counter-propagandists or those (from the American perspective) who can be considered as such. Edward Bernays once called them distributors of "propaganda in support of the democratic process, pluralism, rationality, and Bill of Rights freedoms (especially the First Amendment). However, the latter do not merely subscribe to a "free marketplace of ideas" rationale for their tolerance of hate speech, but also recommend specific courses of positive action to offset, balance, and countermand far right extremism and violence. For example, these groups (such as Radio for Peace International, Anti-Defamation League of B'nai B'rith, Southern Poverty Law Center, and others) have proposed a variety of potentially effective countermeasures. Among these are insisting that mainstream media cover the extreme right (not just Limbaugh, Liddy, and North), using citizen coalitions to threaten media and producer-advertiser boycotts if necessary, establishing web sites to track hate mongers and to educate the public about reasonable alternatives to these messages of despair, distrust, division, violence, and hopelessness.

Along the same lines, other proposed antidotes for extremist propaganda include broadcasting constructive messages about conflict resolution, social justice, human rights, gender equality, tolerance, and cross-cultural understanding. When mainstream media are used for ethnic stereotyping, civic groups can pressure owners not to carry these hurtful, cruel, and inciting programs. In-depth reports on the extreme right's media campaigns have also been published much to the chagrin of their sponsors, who have poisoned the airwaves with their diatribes. Another proposed suggestion is that civil rights groups can organize large-scale responses to these hate groups when they appear in public.

Still other useful techniques mentioned to limit the hurtful hatred promulgated through extremist activities are for moderate clergy to challenge Christian Identity purveyors and to compassionately defend homosexuals and AIDS victims from disparagement, encouraging schools to promote civility, democracy, pluralism, and "the American way" of life. Ensuring that state anti-militia statutes are enforced, dangerous substances are controlled, military and police are not co-opted by patriot and militia groups, and suspicions of political terrorism being reported to proper authorities are other proposed activities which citizens can use to offset the widespread rancor such hate groups engender.

These specific proposals for taking back the initiative from extremist groups are one of this book's greatest strengths. All too often, observers merely shrug their shoulders and cite the First Amendment and Supreme Court guarantees of protection for such groups absent a clear and present/probable danger of imminent violence or personal harm.

It is also gratifying to read about the activities of other groups such as Fairness and Accuracy in Reporting, Political Research Associates, and the Center for Defense Information in terms of their reports on Limbaugh's lies, exaggerations, and inaccuracies; Buchanan's racism; and the perils of militarism and unbridled nationalism. All such groups, unlike their opponents, do not want to silence the right. Instead, they prefer to expose their obvious fallacies through counter-education while actually trying to raise the quotient of overall public support for free speech everywhere, not just for the left, liberal, moderate, or middle-of-the-road groups. These positive measures amply summarized in this book are especially important when we also read about the recent rapid growth of both hate groups and

(Continued on page 29)
their expanding Internet sites, especially among neo-Nazis and KKK cells. Fortunately, all but ten states have hate crime laws which can be used to limit real threats of planned violence.

Waves of Rancor is a sound, scholarly study of an important political and mass media phenomenon in the United States. It provides an historical and contemporary context for domestic terrorism and the growth of a diseased conservatism which has run amok, mutating into the extremely deformed phenomenon of hate groups in their myriad forms (neo-Nazis, patriots, anti-Semites, militias, Freemen, survivalists, anti-environmentalists, conspiracy theorists, the KKK, revisionists, and Holocaust deniers). Each of these groups is meticulously described and analyzed, interviews with some of their leaders are reported, and many of their favorite media technologies are depicted in great detail. These include radio, television, short-wave radio, microstations, low-power television, cable access stations, fax, film, and, most recently, the Internet.

Most revealing is the hidden communications system used to spread hate messages using devices unknown to the average citizen. The man/woman on the street has easily been lulled into complacency regarding the extent of the threat from the millions of people involved in one phase or another of this movement. For example, while talk radio and TV may be very public expressions of these activities, this book makes clear that these media are not the medium of choice for American rightists. Rather, it is shortwave, fax networks, private radio, microstations, and low-power television which are the new devices political extremists choose as their vehicles for rapid communication and cheap networking. The reasons for these choices as well as the extent of usage are all fully developed topics in Hilliard and Keith's treatment of radical right political paranoia.

These people are "at war" with the country and do not care what they are called ("kooks," "sickos," or neo-Nazis) no matter what. Since they are true believers with a monopoly on the truth, anything goes, including threats, falsehoods, and violence. The ones who join such groups are often the frustrated, disaffected, or disappointed people who are aimless, rootless, and suffer from anomie. They are cynical and distrustful of government; they await a leader who will espouse an ideology they can grasp and internalize which, in turn, will help them to understand the confusing world around them. Since they do not understand much about the new world order, the UN, the Trilateral Commission, NAFTA, the Council on Foreign Relations, or post-industrialism, they flock to those rightist simplifiers who put all these mysteries in context for them along with basic NRA, anti-abortion, and populist Republican/free-enterprise and Christian fundamentalist dispositions, orientations, policies, and positions.

Their basic view, as the authors say, is the Nazi credo, "God is with us." Their other goals are Aryan superiority, capitalism, rigid religious and family customs, and promulgation of US nationalism and military might. Among the various groups described, it is the religious terrorists who are the most dangerous, according to the two authors, because they are answerable only to God and use force without the strictures of guilt, conscience, or regret. Even David Duke, it is explained, based his recent self-reinvention on a personal religious redemption. The authors also say that it is important to expose these radicals because they know how to use the enormous power of mass media, so their popular influence is growing without much opposition or debate. For example, they tell us that more than 50 percent of New Orleans radio stations are today extremist/right-wing. They have over 1,000 microstations in operation and believe that radio is their "bomb."

Another useful aspect of this book is its encyclopedic coverage of major rightist figures such as The Turner Diaries author, William Pierce, and the source of the neo-Nazi web site Zundel-site of Ernst Zundel. Additionally, to provide historical context, the authors take us back to the 1920s and 1930s to the era of Father Charles Coughlin and Walter Winchell and to the war years before the Cold War era with "Axis Sally" and "Tokyo Rose." Later, there were Joe Pyne, William Buckley, and Martin Agronsky. Filling in this historical background adds to this book's effectiveness. Touches such as these help this volume fulfill its stated purposes (i.e., to expose some of the political sources of domestic violence, to uncover the right's media systems, messages, and leadership, as well as to place radical communications in the context of conservative dominance of the US mass media structure and institutions). They also want to describe the right as a three-dimensional object consisting of the right wing comprised of "moderates" (such as Liddy, North, Limbaugh, and Buckley); the far right of racists, anti-Semites, and anti-government ideologues (such as David Duke, Pat Buchanan, Chuck Baker, Eric Rhoads, and Louis Beam); and the extreme or radical right (including Ernst Zundel, William Pierce, Kurt Saxon, Chuck Harder, "Bo" Gritz, William Cooper, and Bob Hallstrom). One could also include the KKK, Nation of Islam, and the Promise Keepers in the far right category. These organizations/persons clearly reflect the broad spectrum of political fascism and the popularity of right-wing authoritarianism in the United States today.

The broad scope, admirable purposes, and in-depth treatment of significant content material make this book a well-documented and unique study of American authoritarians and authoritarianism. Sources used are current and the footnoting is extensive. The book is well-organized, well-written, and achieves the three major purposes stated previously. It is quite well-suited for a reading audience of communications, politics, sociology, and interdisciplinary scholars.

There are only a few weaknesses in this book. For example, the indexing is not complete or thorough enough. Reference to the Zionist occupation government or ZOG is indexed for one page, but there are other such references. There is much repetition of descriptions and references (some using practically the same words) to William Pierce and the National Alliance or Ernst Zundel and the Zundel-site. Another more serious problem with the otherwise excellent book is its lack of a tie-in to a theoretical context such as (in political science and political psychology) the theories of authoritarianism as a political system and authoritarianism as a personality construct, syndrome, or political malaise. In other words, this book would be improved if it used key features of political authoritarianism to organize the political goals of right-wing extremists. For example, these extremist efforts are directed at a fascist future with its racial myths, "Führer" principle, state capitalism, and super nationalism. Also, the psychological concept of authoritarianism has other classic manifestations in addition to rabid anti-Semitism, racism, militarism, and nationalism. The three most prominent are aggression or threats (Continued on page 30)
would have been vastly improved if it referred to authoritarianism as a guiding analytical theme on more than just one occasion.

Notes


Shared Relationship with Donald Super

As an international psychologist, among Jose's collaborators were Don Super of Columbia University (in Vocational Counseling and Counseling) and 1 in psychological assessment and psychometrics. Jose collaborated with Don in studies on vocational counseling and career development. Professionally, the most interest and expertise he and I shared was in psychological assessment and the cultural adaptation of tests, scales, and inventories from one culture, mainly, the USA to foreign cultures. Jose's have been to Portugal and Portuguese speaking countries (principally with the WISC) and mine to Italy and Sicily as well as to Iran, Germany, Poland, Taiwan, Turkey and sub-cultures in the USA such as developing translated versions of an adjective checklist in east coast and south west Spanish, Brazilian Portuguese, and French Canadian languages.

This invited participation was most gratifying to me not only to be among those honoring Jose whom I had not seen since 1994 when my professional visits to Portugal ended, but also to revisit with many of my former psychology faculty members and students whom I last saw eight years ago.
dance with Russia’s national interests (though, more often than not, this is done out of purely tactical considerations).

Secondly, the manifestation and comparison of interests of various groups in the public sphere and of their ideas on how to solve urgent problems is a means for the subjects of a nascent civil society to establish contact and networks with each other. This process is necessary in creating a framework wherein private interests are free to come together and unite around national interests.

One has to admit that so far the articulation of social interests in Russia’s public sphere (whether it pertains to economic problems or social security or civil law or civil political issues) is not sufficiently salient or well expressed. The reasons for this are the poor crystallization of group interests, the blurred character of the incipient social structure and the underdeveloped institutions of civil society.

The second function is public control over the activity of the government and, in broader terms, the state of affairs within society, the state, the economy and the socio-cultural sphere. After a brief period of a more or less complete openness, which revealed many secrets of the highest state authorities, the ruling elite’s desire to draw the curtain of secrecy and close itself off from society can be witnessed anew. The public is compelled to rely on rumors and virtual images. Rather than being a means for public control of the power wielders, there has been an ever-increasing tendency to transform the public sphere into an instrument of political control over the society for the benefit of powerful political and economic interests.

The third function of the public sphere is its influence on the formation of state policy. By definition, the state is called upon to represent the society’s public interests. Other social-political institutes, including civil-society organizations, present private, group and corporate interests and are, therefore, not in a position to exercise “power functions” within a society—since their interests are not always synonymous with the public interest. To rise above the private interests and formulate, express and defend the public interests—this is the essence of and justification for the state’s activities. For this reason, public policy is necessary for any state and state policy always makes claims being public. If it ceased to do that, the state would lose its social legitimacy. Since the state is exposed to the influence of multiple private interests, public interests are reflected in the state policy as a resultant force of this influence. When definite groups of private interests (state bureaucratic, party, social, oligarchy, clerical, etc.) have an overwhelming influence, the state’s policy no longer remains public. The result is a non-proportional and, at times, even overwhelming reflection within state policy of private corporate or party preferences—something that unfortunately has been witnessed in contemporary Russia.

The fourth function of the public sphere—which is exceptionally important for today’s Russia—is the political education of its citizens. A public political forum is some sort of a nation-wide seminar. Ordinary citizens who are merely watching politics are thereby shown the capabilities of political subjects: parties, movements, coalitions, and leaders. Citizens are becoming involved in the thinking process, which helps them consciously choose a personal stand. This forum is even more relevant in terms of educating the actors themselves. While taking part in political debates they develop a deeper comprehension of the logic behind their own interests, learn to consider their opponents’ different interests and arguments, find points of proximity between different viewpoints, and seek ways to agree. Although quite slow and timid, there is a growth of civil consciousness and political culture among the Russian population.

It is on this latter aspect that the major wrap-up research project, which has been initiated by UCGF, is focused. As has been highlighted by Y. Krasin and J. Rozanova in the forthcoming article “Public Sphere and Public Policy in Russia: lessons of a decade of UCGF partnership”, as a result of cooperation between Russian and Canadian academic institutions, a partnership of social and applied scientists in two countries has been developed. The goal of the current research is to assess the role of the international research networks and cooperation between the Russian and the Canadian scholars within the UCGF framework in the consolidation and sustainable development of the public sphere in Russia. The question underlying the research is whether the democratic reformation of Russia has come to an end—the hypothesis being that Russia still has a long way to go along the way of democratic reforms, that despite the obvious halts, slowdowns and falls the democratic future can be a reality for Russia, and international researchers’ networks can play a major role in its attainment. The main stress is on evaluating the contribution of the policy recommendations developed by the applied scientific UCGF projects into the democratization of the decision-making processes on local, regional and federal levels; and the degree to which the enhancement of political culture of citizens and the empowerment of the social groups through the UCGF projects, such as “Media and Democracy”, “Learning Democracy: Political Education for Schoolchildren”, “Social empowerment of Rural Women” and others has been influenced by the international character of the projects.

The research is conducted along the three lines. First, it reassesses the real political and social dimensions of change in a given field against the transformations manifested in the project final analytical report after the project activities have been completed, and measures the degree to which the impact of the project and the political recommendations it has made are sustainable once the researchers are gone. Second, it refers back to the teams of the projects, the authorities and communities the projects have worked with and investigates their assessment of the role the international character of project activities played in the transformation of the given dimension of the public sphere and fostering the recognition of democratic values in various aspects of public policy. Third, by matching the self-perceptions and the "reality checkup" it identifies the factors of success and failure, and develops the agenda for further international scientific collaboration for the sake of development of public policy and public sphere and enhancing democracy.

It is anticipated that the results of this research are built into a large major international conference to be conducted in Moscow at the Gorbachev Foundation in the fall 2003 and hosted by Mikhail Gorbachev. The conference intends to foster the dialogue and partnership between the key political decision-makers, the activists of the civil society and the cream of academic community, and by itself is a key event of the development of a democratic political culture and building a viable public sphere in Russia.
Session on Teaching of Psychology at Schools and other Pre-degree Education Poster Session on Experience and Research in the Field of Teaching and Learning Psychology.

The web-page http://ltsnp.york.ac.uk/LTSNPsys/icope2002/index.html can give a possibility to having a look at the most materials which were presented in the Conference Handbook. Conference handbook is also available in Archives of the History of American Psychology, based at the University of Akron (International Conference on Psychology Education: Curriculum and Teaching of Psychology, 15th - 19th June 2002: Handbook and Abstracts / Ed. Victor Karandashev. – Saint-Petersburg, 2002)

Many attendees of the Conference said that such international conferences on learning and teaching psychology would be useful on the regularly base in the future. So we believe it was the First (hoping not last) International Conference on the topic.
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being replaced by the sociological one. For example, during the IX Research and Scientific Interchange Symposium that took place last August most of the Brazilian researchers in Psychology gathered to discuss, in 32 work groups, their major subjects of interest. Among those groups, nine of them are connected, in a way or another, to Social Psychology. Two of them are clearly positioned in Work and Organizational Psychology, but their discussion leans frequently on issues better dealt with in Social Psychology, i.e., justice, motivation, health, stress and well-being. The remaining seven groups may be included in the sociological orientation in Social Psychology, since they study themes related to social representation, political behavior, subjectivity construction, community Psychology, and social historical Psychology. This tendency can be observed, nowadays, in graduate programs as well, in which Social Psychology research focuses on frontiers among Psychology, Sociology, and Anthropology. It depicts a broad, outstretched concept of Social Psychology that paves the way to put aside whatever phenomena it should be able to account for by itself alone. That is, whatever is not accounted for by one of those other disciplines to whom an impending marriage seems about to follow through. Social Psychology stands up for itself, depends on none and is not a cake up for grabs.

References


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