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## **PSYCHOLOGY OF PEACE AND MASS VIOLENCE -- GENOCIDE, TORTURE, AND HUMAN RIGHTS: INFORMATIONAL RESOURCES**

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### **Overview**

This document\* contains two annotated bibliographies of materials on genocide, torture, and human rights issues written from a psychosocial perspective. The first bibliography includes major journal articles, book chapters, books, and Internet resources on these issues organized by topic. The second bibliography is comprised of reference materials for background information and further study. In addition, there is an annotated list of relevant journals.

- \* See the companion documents: 1) *Psychology of Peace and Mass Violence -- War, Ethnopolitical Conflict, and Terrorism: Informational Resources* and 2) *Psychology of Peace and Mass Violence: Instructional Resources*

### **Outline of Contents**

#### **I. Internationalizing the Psychology Curriculum and Promoting Social Responsibility**

This introductory section discusses why peace, war, terrorism, genocide, ethnopolitical conflict, and human rights issues should be incorporated into existing psychology courses as well as developed into full courses.

#### **II. Annotated Bibliography of Primary Resource Materials**

The topics in this section include genocide and democide, human rights, torture, and refugees' and survivors' concerns with special sections relating to women and children.

#### **III. Annotated Bibliography of Background Materials**

This part presents a bibliography of other relevant materials for further study and background information. A very brief annotation accompanies each listing or group of listings. The topics in this section focus on genocide and democide including background information concerning specific genocides.

#### **IV. Annotated List of Relevant Journals**

This section describes a number of journals that address issues in the areas of genocide and human rights.

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## **I. Internationalizing the Psychology Curriculum and Promoting Social Responsibility**

The twentieth century was marked by unparalleled human cruelty, ethnopolitical conflict, war, terrorism, and genocide. Unfortunately the trend towards mass violence is continuing unabated into the twenty-first century. During the twentieth century, government genocidal policies alone resulted in over 210 million deaths - 80 percent of these were civilian deaths (170 million) and represent nearly four times the number of individuals killed in combat during international and domestic wars during this same time period (Robinson, 1998; Rummel, 1996). War dead and deaths due to genocide, terrorism, torture, all continue to mount in numbers beyond human comprehension. These statistics do not include human rights violations or structural violence and thus, severely underestimate the enormous toll on human life from physical and psychological scarring.

Psychology is uniquely qualified to address the causes and consequences of mass violence. One can easily understand psychology's role in assessment, intervention, and treatment of refugees and survivors of torture and extreme conflict. But, perhaps more importantly, psychology can make a significant contribution to the understanding of the psychosocial roots of human cruelty and mass violence including war, terrorism, and genocide. With this knowledge, we can work collaboratively with other disciplines and programs (governmental and non-governmental) to develop models and policies towards early warning, prevention, peaceful conflict resolution, reconciliation, and reconstruction. Unfortunately, psychology education has tended to ignore topics related to human rights and mass violence. As such, our students are not fully prepared to meet the psychosocial needs of those within the broader global community experiencing the trauma associated with violent conflict and are unable to fully contribute to pre-conflict prevention or post-conflict resolution.

Prior to September 11, 2001, issues such as international terrorism, war, and large-scale human rights violations were largely experienced by our students as isolated historical events or distant actions occurring in principally unknown places. However, the atrocities of September 11<sup>th</sup> made real for our students the effects of mass violence and highlighted the interconnected, global nature of the community within which we live. If psychology is to truly internationalize as well as meet the needs of the twenty-first century, information and training related to the causes, consequences, and prevention of human cruelty and mass violence must be integrated into the psychology curriculum. The analysis of previously occurring instances of mass violence, including genocide and ethnopolitical conflict (e.g. the Holocaust, the Rwandan genocide, the Israeli-Palestinian conflict), provides us highly documented instances of human cruelty and violent conflict. Knowledge of these atrocities and wars may lead our students to greater understanding of the cognitive, affective, social, cultural, and societal roots of human cruelty and mass violence. With this knowledge our students are more likely to accept the mantle of social responsibility and to become actively involved as citizens and future psychologists within the global community. Conversely, they are less likely to be apathetic bystanders only serving as fuel for continued human rights violations, ethnopolitical conflict, war, genocide, and other forms of mass violence.

Information and training related to the causes and consequences of human cruelty and mass violence as well as altruism and peacebuilding, can be taught as distinct courses within the psychology curriculum as well as integrated into existing course structures and topics.

### **Resource Limitations**

This resource does not represent an exhaustive bibliography of materials related to the topics of mass violence or peace studies. Rather it is designed to be a helpful resource guide for the psychology professor who may be otherwise unfamiliar with this body of literature as well as for individuals already working in the area of peace psychology. Resources that are out of print or are not easily available are not included.

### **References**

Robinson, M. (1998). *Opening address*. Paper presented at the Genocide and Crimes Against Humanity: Prevention and Early Warning Conference, United States Holocaust Memorial Museum, Washington, DC.

Rummel, R. (1996). *Death by government*. New Brunswick, NJ: Transaction.

## II. Annotated Bibliography of Primary Resource Materials

### *Genocide and Democide*

#### **General**

Bar-On, D. (2001). The bystander in relation to the victim and the perpetrator: Today and during the Holocaust. *Social Justice Research, 14*, 125-148.

Interesting article examining bystander behavior. The framework presented focuses on different levels of bystander behavior dependent on a variety of factors (e.g., time of exposure to the criminal act). Examples drawn from bystander behaviors during the Holocaust highlight the complexity of situations involving bystander action or inaction.

Chalk, F., & Jonassoh, K. (Eds.). (1990). *The history and sociology of genocide: Analyses and case studies*. New Haven, CT: Yale University Press.

A comprehensive survey of genocide from antiquity through the 1980's. Essays are written primarily from a sociological or historical perspective and examine the major motives for the perpetration of genocide (i.e., the perception of threat and the acquisition of wealth). Case studies range from the destruction of indigenous peoples to the major instances of genocide in the 20<sup>th</sup> century.

Charny, I. W. (Ed.). (1999). *Encyclopedia of genocide*. Santa Barbara, CA: ABC-CLIO.

Excellent reference text for both students and researchers that includes over 200 entries by over 100 scholars on all aspects of genocide and information about well-known as well as lesser-known genocides and instances of ethnic cleansing. Topics of particular interest to psychologists include the psychology and ideology of genocide, the treatment of survivors, and issues related to detection and prevention of genocide. Includes information concerning Holocaust and genocide education.

Charny, I. W., & Berger, (Ed.). (1991). *Genocide: A critical bibliographic review: Vol. 2*. New York: Facts on File.

Collection of essays concerning all phases of genocide. Each chapter includes a scholarly essay on a specific topic followed by a comprehensive bibliography of related materials. These chapters encompass a broad range of topics including analysis of specific genocides, the psychology of genocide, the art and literature of genocide, genocide denial, law and education in relation to genocide, and concerns of total war and nuclear annihilation. Excellent reference text.

Charny, I. W. (Ed.). (1994). *Genocide: A critical bibliographic review: Vol. 3*. New Brunswick, NJ: Transaction.

Updated collection of essays concerning various aspects of genocide. As in previous editions, each chapter includes a scholarly essay on a specific topic followed by a comprehensive bibliography of related materials. Topics in this edition include religion and genocide, psychiatric concerns of Holocaust survivors, child mortality, genocide prevention, and a selection of case studies. Excellent reference text.

Charny, I. W. (1980). A contribution to the psychology of genocide: Sacrificing others to the death we fear ourselves. *Israel Yearbook on Human Rights, 10*, 90-108.

Examines the internal psychological factors that can lead otherwise "good" people to commit acts of genocide and other crimes against humanity. Also includes an examination of the role of bystanders.

Chorbajian, L., & Shirinian, G. (Eds.). (1999). *Studies in comparative genocide*. New York: St. Martin's Press.

A very good collection of essays examining the issue of genocide in the 20<sup>th</sup> century. A third of the essays focus on analysis of the Armenian genocide and are necessary for anyone working specifically in this area. However, the strength of this text lies in the comparisons made in the last six chapters. These chapters focus on comparisons of specific genocides, the issue of genocide denial and recognition, breaking the pattern of mass violence, and prevention.

Fein H. (Ed.). (1992). *Genocide watch*. New Haven, CT: Yale University Press.

Collection of essays written by individuals from a myriad of disciplines and professions addressing issues related to the detection and prevention of genocide. Examples of genocides such as the Burundi genocide, the Cambodian autogenocide, and the Iraqi gas attack on the Kurds are analyzed. Information relevant to citizen and international action and intervention is included.

Hinton, A. L. (Ed.). (2002). *Annihilating difference: The anthropology of genocide*. Berkeley, CA: University of California Press.

This edited text focusing on the anthropology of genocide is an important contribution to the study of genocide. Includes general articles concerning genocide as well as specific case analyses including analyses of lesser known genocides (e.g., Guatemala) and issues of bystander behavior.

Hirsch, H. (1995). *Genocide and the politics of memory: Studying death to preserve life*. Chapel Hill, NC: University of North Carolina Press.

Examines the interaction among psychology, culture, and politics in the development of genocide. Explores the process by which leaders manipulate the population including their memory of previous events to create an environment conducive to mass hate and genocide. Examines other scholar's debates concerning the study of genocide particularly historic analysis versus the analysis of survivor testimony and memory. One caution – this text includes a chapter concerning Bettelheim whose analyses we now know are suspect due to his lack of training and his difficulties with accurate representation of his experiences or research.

Kressel, N. (2002). *Mass hate: The global rise of genocide and terror*. New York: Plenum Press.

One of the few texts to address the psychosocial roots of genocide and mass violence. Underlying the entire text is the question, "Why mass hate?" With this question in mind, Kressel examines four instances of mass violence in depth: ethnic cleansing in Bosnia, violence associated with Muslim extremists in New York, the Rwandan genocide, and the Holocaust. The book includes two significant chapters that synthesize and critique the research on situational and personality factors as related to actions of mass violence and terror. Text first published in 1996 has been revised and updated to include information and analysis related to the attacks on the United States of September 11, 2001.

Lifton, R. J. (1986). *The Nazi doctors: Medical killing and the psychology of genocide*. New York: Basic Books.

Discusses the evolution of Nazi medicine from the early sterilization programs to the experiments and selections associated with the Nazi concentration and death camps. Includes a chapter on the psychology of genocide focusing on the concept of "doubling" or psychological splitting, which enabled perpetrators to function both within and outside of the killing process.

Lifton, R. J. (1986). Reflections on genocide. *Psychohistory Review*, 14, 39-54.

Further examines what Lifton refers to as "doubling" or the splitting of personality as hypothesized to have been experienced by Nazi doctors.

Mills, N., & Brunner, K. (Eds.). (2002). *The new killing fields: Massacre and the politics of intervention*. New York: Basic Books.

Edited text including fourteen essays on three major sites of genocide during the last decade of the twentieth century. Essays focus on the mass violence and genocides that occurred in Rwanda, the former Yugoslavia, and East Timor. Important collection as it includes discussion of the need for intervention as opposed to passivity in response to early stages of mass violence and genocide.

Minow, M. (1998). *Between vengeance and forgiveness: Facing history after genocide and mass violence*. Boston: Beacon Press.

Book addresses the difficult issues of vengeance, forgiveness, and reconciliation following instances of mass violence and genocide. Drawing on history, Minow examines the choices that were made following massive oppression, human rights violations, and atrocity. Explores the complexity regarding these choices and the solutions offered such as trials, reparations, truth commissions, and monuments and memorials. Highlights the uniqueness of each situation and the need to examine that uniqueness when faced with situations of atrocity. Additionally, the balance between justice for the victims and the need for cultural healing is examined.

Naimark, N. M. (2002). *Fires of hatred: Ethnic cleansing in twentieth-century Europe*. Cambridge, MA: Harvard University Press.

Drawing on historic cases ranging from the genocide of the Armenians and the expulsion of the Greeks through the Holocaust and to more recent events in Bosnia and Kosovo, Naimark argues that ethnic cleansing is a modern phenomenon. It reflects pseudoscientific ideas of race and nation and not the common myth of flaring age-old ethnic hatreds. An excellent book demonstrating the role of manipulated belief systems on individual and societal behaviors.

Rummel, R. (1996). *Death by government*. New Brunswick, NJ: Transaction.

Important text for those wanting background information about major genocides and democides this century. Excellent statistical and historical information. Includes discussions of commonly studied genocidal states such as Cambodia under the Khmer Rouge and Europe under the Nazis. However, it also includes atrocities less often discussed such as the over 60 million killed in the Soviet Gulag State, to the almost six million killed by the Japanese military during WWII, to the million killed by Tito in the former Yugoslavia. Also includes chapter that discusses pre-twentieth century democide.

Additional important works by Rummel:

Rummel, R. (1992). *Democide*. New Brunswick, NJ: Transaction.

Rummel, R. (1997). *Power kills: Democracy as a method of nonviolence*. New Brunswick, NJ: Transaction.

Shelton, D. (Ed.). (2004). *Encyclopedia of genocide and crimes against humanity*. New York: Macmillan Reference.

This recent encyclopedia is an important addition as it broadens the scope of genocide to include mass violence and crimes against humanity. Thus, it includes articles on terrorism and torture. Includes many articles and entries relevant to psychology such as the psychology of terrorism, the psychology of perpetrators, victims, and survivors, nationalism, propaganda. and racism.

Simons, A. (1999). Making sense of ethnic cleansing. *Studies in Conflict & Terrorism*, 22, 20.

Posits the disturbing hypothesis that current perspectives against the subjugation or conquest of others are some of the primary causes of genocide. Thus, as cultures clash for space and resources, ethnic cleansing becomes what Simons refers to as "anticonquest".

Staub, E. (1989). *The roots of evil: The origins of genocide and other group violence*. New York: Cambridge University Press.

Staub's classic work discussing the myriad of psychological and cultural factors that interact to create a culture conducive to genocide. Particularly important and unique are discussions including the impact of difficult life conditions, the continuum of destruction, and the role of bystanders. Within the context of this model, Staub analyzes four instances of mass violence including the Holocaust, the genocide of the Armenians, the disappearances in Argentina, and the Cambodian autogenocide. Also included are chapters on the origins of war and steps towards building a culture of peace.

Staub, E. (1999). The origins and prevention of genocide, mass killing, and other collective violence. *Peace and Conflict: Journal of Peace Psychology, 5*, 303-336.

Article updating the concepts presented in *The Roots of Evil* and an analysis of the roots of genocide in Rwanda utilizing these concepts. Important information presented about the mechanisms of action that can be used to halt violence. Highlights the need to heal the interpersonal and cultural wounds following a conflict and the need to explore potential ideas for cultural change to prevent further outbreaks of violence. Includes five excellent commentaries by Post, Smith, Suedfeld, Weine, and Wessells in response to Staub's article.

Staub, E. (2003). Notes on cultures of violence, cultures of caring and peace, and the fulfillment of basic human needs. *Political Psychology, 24*, 1-21.

An expansion of Staub's theory of mass violence including an examination of factors that promote peace and cultures of caring. Includes information relative to Staub's work with the Rwanda: Healing and Reconciliation Project.

Additional related articles by Staub:

Staub, E. (2001). Individual and group identities in genocide and mass killing. In D. Richard, L. Jussim, & D. Wilder (Eds.), *Social identity, intergroup conflict, and conflict reduction* (pp. 159-184). London: Oxford University Press.

Staub, E. (2000). Genocide and mass killing: Origins, prevention, healing and reconciliation. *Political Psychology, 21*, 367-382.

Staub, E. (1999). The roots of evil: Social conditions, culture, personality, and basic human needs. *Personality & Social Psychology Review, 3*, 179-192.

Staub, E. (1998). Breaking the cycle of genocidal violence: Healing and reconciliation. In J. H. Harvey (Ed.), *Perspectives on loss: A sourcebook* (pp. 231-238). Philadelphia: Brunner/Mazel.

Staub, E. (1996). Preventing genocide: Activating bystanders, helping victims, and the creation of caring. *Peace and Conflict: Journal of Peace Psychology, 2*, 189-200.

Staub, E. (1996). Cultural-societal roots of violence: The examples of genocidal violence and of contemporary youth violence in the United States. *American Psychologist, 51*, 117-132.

Staub, E. (1993). The psychology of bystanders, perpetrators, and heroic helpers. *International Journal of Intercultural Relations, 17*, 315-341.

Staub, E. (1991). Psychological and cultural origins of extreme destructiveness and extreme altruism. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development* (pp. 425-446). Hillsdale, NJ: Erlbaum.

Strozier, C., & Flynn, M. (Eds.). (1998). *Genocide, war, and human survival*. Lanham, MD: Rowman & Littlefield.

The text's essays are divided into three sections: Hiroshima and America, genocide and mass violence, and witnessing. Although much of this volume is clearly political and historical, several essays are of value to psychologists. For example, Gerber's "We must hear each other's cry: Lessons from Pol Pot Survivors," Simon's "Can There be a Psychoanalysis Without a Political Analysis?" and Kai Erikson's correspondence with and tribute to his father Erik concerning the dangers of social speciation are relevant to the discipline of psychology. The text was organized originally to serve as a tribute to the work of Robert Lifton.

Totten, S., Parsons, W., & Charny, I. (Eds.). (2004). *Century of genocide: Eyewitness accounts and critical views*. New York: Garland.

This text combines historical facts, scholarly analysis, and accounts written by survivors and witnesses. It is the element of personal testimony that enables readers to transcend the numbing effect resulting from the enormity of each genocide. An excellent resource, it is one of the few texts to include information concerning lesser known genocides such as the Soviet created famine in the Ukraine, the Indonesian massacres, the genocide in Iraqi Kurdistan, or the genocide of the Hereros. Includes an excellent chapter on genocide and ethnocide of indigenous peoples throughout the century.

Valentino, B. A. (2004). *Final solutions: Mass killing and genocide in the twentieth century*. Ithaca, NY: Cornell University Press.

Impressive text including an analysis of the term genocide and the rationale for the use of mass killing as a term instead and continues with an evaluation of different theories aimed at understanding the root causes and factors involved in mass killing. Book divides cases of mass killing into a framework based on the underlying intent and situation of those involved and then moves on to major case studies. Three types of mass killing with accompanying analyses include communist mass killings, the destruction of particular ethnic groups, and counter-guerilla campaigns

Waller, J. (2002). *Becoming evil: How ordinary people commit genocide and mass killing*. New York: Oxford University Press.

Based on Waller's unique theory of genocide and mass violence, he weaves a tapestry of four factors that can lead ordinary individuals to commit acts of great evil. Drawing on psychological research, he highlights his analysis with case studies.

Weitz, E. (2003). *A century of genocide: Utopias of race and nation*. Princeton, NJ: Princeton University Press.

Carefully blends ideas related to race and nation and the role these ideas play in the creation of genocidal intent and policies. Draws on five case studies (Armenian genocide; Soviet Union; Nazi German; Cambodia under the Khmer Rouge; and Serbia and the Bosnian war). Highlights the polarization created by leaders into an "us" and "them" based on artificial categorizations of race and nation and then traces the path of this idea to the "necessary" elimination of "them" for survival.

### **Armenia**

Hovannisian, R. G. (Ed.). (2003). *Looking backward, moving forward: Confronting the Armenian genocide*. New Brunswick, NJ: Transaction.

Edited text covering a broad range of topics related to the Armenian genocide including a chapter on teaching the Armenian genocide, a chapter by Staub on healing and reconciliation, and an important chapter related to the denial of this genocide.

### **Holocaust**

Albrecht, T. L., & Nelson, C. E. (2001). Teaching the Holocaust as an interdisciplinary course in psychology. *Teaching of Psychology*, 28, 289-291.

Interesting article describing the structure and content of a course examining the psychosocial roots of mass prejudice and the Holocaust.

Amery, J. (1980). *At the mind's limits: Contemplations by a survivor on Auschwitz and its realities*. New York: Schocken Books.

Written by a survivor of the Holocaust, this book has chapters that provides the reader an intimate glimpse of the effects of torture and sustained trauma on an individual's being. Excellent for use in conjunction with research-based and clinically focused texts on trauma.

Barnett, V. J. (1999). *Bystanders: Conscience and complicity during the Holocaust*. Westport, CT: Greenwood Press.

Drawing on the work of psychologists, ethicists, historians, and Holocaust Survivors, Barnett analyzes the impact of bystanders on the process of genocide. Examines the complexity of bystander motivations.

Berenbaum, M., & Peck, A. (Eds.). (1998). *The Holocaust and history: The known, the unknown, the disputed, and the reexamined*. Indianapolis, IN: Indiana University Press in association with United States Holocaust Memorial Museum.

An excellent resource and collection of 54 essays written by eminent scholars of the Holocaust including chapters written by psychologists and sociologists. Includes sections on rescue, Nazi ideology, anti-Semitism, "ordinary men," other victims, the camps, the international community, resistance, and survivors. Anyone seriously interested in Holocaust study should read this book.

Glass, J. (1997). *"Life unworthy of life": Racial phobia and mass murder in Hitler's Germany*. New York: Basic Books.

Written by Glass, a political psychologist, this book challenges traditional analysis concerning the roots of the Holocaust. He argues that the Holocaust in part resulted from the public health agenda focused on racial hygiene and sanitation that took root within the German population. These policies led to the early sterilization programs, continued with the euthanasia project, and ended with the Holocaust.

Glass, J. M. (1997). Against the indifference hypothesis: The Holocaust and the enthusiasts for murder. *Political Psychology, 18*, 129-145.

Argues that the bystander inaction of most Germans during the Holocaust was not simply indifference but rather represented a form of positive action grounded in anti-Semitism.

Goggin, J. E., & Goggin, E. B. (2001). *Death of a "Jewish science": Psychoanalysis in the Third Reich*. Ashland, OH: Purdue University Press.

Interesting book tracing the history of psychoanalysis from before the time of the Third Reich through more recent years. Focuses on the expulsion of Jewish analysts and the changes that occurred within the Berlin Psychoanalytic Institute during the Nazi era.

Gunman, Y., & Berenbaum, M. (Eds.). (1994). *Anatomy of the Auschwitz death camp*. Bloomington, IN: Indiana University Press.

Scholars write about various aspects of the Auschwitz death camp. Includes a chapter entitled "Auschwitz – A Psychological Perspective" as well as four chapters concerning perpetrators of the Holocaust.

Hassenfeld, I. N. (2002). Doctor-patient relations in Nazi Germany and the fate of psychiatric patients. *Psychiatric Quarterly, 73*, 183-194.



Discusses the sterilization and murder of psychiatric patients in Nazi-occupied Europe and the rationales used to justify such activities.

Kahana, B., Kahana, E. F., Harel, Z., & Segal, M. (1985-1986). The victim as helper: Prosocial behavior during the Holocaust. *Humboldt Journal of Social Relations*, 13, 357-373.

Based on interviews with Holocaust survivors, prosocial behavior is examined. Moves beyond an analysis of rescuer behavior to study other aspects of helping behavior and assistance.

Kurzweil, E. (2001). Psychiatry, psychotherapies, and psychology in the Third Reich. *Psychoanalytic Review*, 88, 245-274.

Provides a discussion of the role of psychologists, psychotherapists, and psychiatrists during the Nazi era in Europe.

Levav, I. (1998). Individuals under conditions of maximum adversity: The Holocaust. In B. Dohrenwend (Ed.), *Adversity, stress, and psychopathology* (pp. 13-33). New York: Oxford University Press.

A review of the research examining the long-term effects of trauma specifically in survivors of the Holocaust. Addresses a myriad of questions including the applicability of the posttraumatic stress concept, an examination of pre-existing psychological characteristics that may have placed the individual at greater risk, and the effect of parents' trauma on the second generation.

Levin, B. (2001). History as a weapon: How extremists deny the Holocaust in North America. *American Behavioral Scientist*, 44, 1001-1031.

Examines the growth of the Holocaust denial movement by individuals and groups with anti-Semitic and hate-based agendas. Discusses the increasing threat of this movement to history as the Holocaust becomes increasingly distant in time.

Lothane, Z. (2001). The deal with the devil to "save" psychoanalysis in Nazi Germany. *Psychoanalytic Review*, 88, 195-224.

Fascinating article examining the history of psychoanalysis as it moved from the interwar period to after World War II. Questions the role of non-Jewish psychoanalysts during that time in either rescuing or condemning Jewish colleagues. Postulates that Hitler inadvertently played the greatest role in saving Jewish psychoanalysts because of his expulsion of Jewish psychoanalysts resulting in their emigration to the United States and elsewhere.

Mandel, D. R. (1998). The obedience alibi: Milgram's account of the Holocaust reconsidered. *Analyse & Kritik*, 20, 74-94.

Critiques the applicability of the Milgram studies to obedience to authority as evidenced during the Holocaust. Challenges the notion of obedience as a rationale for genocide.

Mostert, M. P. (2002). Useless eaters: Disability as genocidal marker in Nazi Germany. *Journal of Special Education*, 36, 155-168.

Discusses the mass murder of disabled individuals within Nazi-occupied Europe and the Nazi euthanasia project.

Newman, L. S., & Erber, R. (Eds.). (2002). *Understanding genocide: The social psychology of the Holocaust*. London: Oxford University Press.

Important edited text exploring the psychosocial roots of mass violence and genocide against the backdrop of the Holocaust. See Holocaust course syllabus in companion document for example of course-related use.

Solkoff, N. (2001). *Beginnings, mass murder, and aftermath of the Holocaust: Where history and psychology intersect*. Lanham, MD: University Press of America.

Examines the psychosocial and historical factors that took a culture from anti-Semitism to genocide.

Wiesenthal, S. (1970 & 1997 Editions). *The sunflower*. New York: Schocken Books.

During the Holocaust, a dying Nazi SS officer asks Wiesenthal for forgiveness. This book includes Wiesenthal's description of the encounter and a series of essays written by individuals from a variety of disciplines and professions that address the question of whether Wiesenthal should have forgiven or not. Raises questions concerning the issue of forgiveness after mass violence and genocide.

### **Rwanda and Burundi**

Barnett, M. (2002). *Eyewitness to a genocide: The United Nations and Rwanda*. Ithaca, NY: Cornell University Press.

Interesting book written by a member of the U.S. Mission to the United Nations at the time of the Rwandan genocide. This book addresses the failures of the United Nations to respond to the genocide. Interesting in its analysis of the way that organizational bureaucracies and organizational cultures can work to inhibit action.

Bhavnani, R., & Backer, D. (2000). Localized ethnic conflict and genocide: Accounting for differences in Rwanda and Burundi. *Journal of Conflict Resolution*, 44, 283-306.

Authors develop a model to examine the factors involved in genocidal violence and examine differences between communities that may lead to either an increase or decrease in interethnic violence.

duPreez, P. (1997). In search of genocide: A comparison of Rwanda and South Africa. *Peace and Conflict: Journal of Peace Psychology*, 3, 245-259.

Comparison of the situations in South Africa and Rwanda. Examines the question of what enabled South Africa to avoid genocidal violence.

Jefremovas, V. (2002). *Brickyards to graveyards: From production to genocide in Rwanda*. Albany, NY: SUNY Press.

Examines the role of gender, class, and power particularly within the changing context of the brick and tile industries during the past century. Argues that this change parallels and provides a mechanism for analysis of the events that shaped the Rwandan genocide.

Mamdani, M. (2001). *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton, NJ: Princeton University Press.

Wonderful book examining the "how" and "why" behind the Rwandan genocide. In other words, how did so many individuals come to participate in the most rapid, brutal genocide of the twentieth century? Examines the role that colonization and the creation of distinct tribal classifications and social identities had in the development and planning of the genocide.

Shermer, M., & Grobman, A. (2000). *Denying history: Who says the Holocaust never happened and why do they say it?* Berkeley, CA: University of California Press.

A thoughtful examination of Holocaust denial including the individuals and organizations involved in denial and the ideological agenda of these organizations. Includes a section addressing the major argument used by Holocaust deniers and refutes these arguments. Concludes with a chapter discussing the importance of memory and truth.

Smith, D. N. (1998). The psychocultural roots of genocide: Legitimacy and crisis in Rwanda. *American Psychologist*, 53, 743-753.

Excellent article challenging the commonly held belief that the Rwandan genocide was simply the result of age-old hatreds. Examines the complexity of the crisis and includes good historical background information and analysis.

### ***Human Rights***

Andreopoulos, G. J., & Claude, R. P. (Eds.). (1997). *Human rights education for the twenty-first century*. Philadelphia: University of Pennsylvania Press.

A major reference work in the area of human rights education. This volume consists of over thirty essays encompassing all aspects of human rights education from an analysis of various theories, human rights education for teachers, professionals, and individuals within the community, resources, and funding. Includes a chapter on the steps involved in the establishment of a human rights center. Contains essays of importance to scientists, practitioners working with marginalized populations, humanitarian workers, peace psychologists, and psychologists working within the criminal justice system.

Bales, K. (1999). *Disposable people: New slavery in the global economy*. Los Angeles: University of California Press.

Documents the use of slavery and forced labor around the world. Provides suggestions for action. Includes an appendix outlining the research methods used for this project.

Brysk, A. (Ed.). (2002). *Globalization and human rights*. Berkeley, CA: University of California Press.

Edited text examining the effect of globalization on human rights. Sections of the text include the topics of human rights in the context of citizenship, commodification (global markets), communication, and transnational cooperation.

Davenport, C. (1999). Human rights and the democratic proposition. *Journal of Conflict Resolution*, 43, 92-116.

A cross-sectional, time-series analysis of countries experiencing regime change including both autocratic and democratic forms of government was examined including the level of violence associated with each type of government organizational structure.

Diaz-Guerrero, R. (1979). Psychologists and human rights. *International Journal of Psychology*, 14, 143-149.

Discusses the positive role that psychologists can play in the prevention of human rights violations.

Donnelly, J. (1998). *International human rights* (2<sup>nd</sup> ed.). Boulder, CO: Westview Press.

The primary focus of this text is international human rights policies and the means by which countries have addressed human rights both within their borders and in reference to other countries. The text is written in such a fashion that it will appeal to those well versed in the politics of human rights as well as those entering this field for the first time.

Donnelly, J. (2002). *Universal human rights in theory and practice*. Ithaca, NY: Cornell University Press.

Interesting book examining the topic of human rights from a variety of perspectives. Includes discussion of human rights in relation to Western liberalism, non-Western cultures, cultural relativism, economic development, foreign policy, and internationalism.

Forsythe, D. P. (1993). *Human rights and peace: International and national dimensions*. Lincoln, NE: University of Nebraska Press.

Examines the interaction of human rights violations and international conflict, both overt and covert. Also examines the relationship of human rights violations and international violence. Case studies of Sri Lanka, Liberia, and Romania are presented.

Lauren, P. G. (1998). *The evolution of international human rights: Visions seen*. Philadelphia: University of Pennsylvania Press.

This text was written to celebrate the fiftieth anniversary of the Universal Declaration of Human Rights. The author navigates the historical roots that led to this historic document drawing on people, cultures, and events that occurred across the globe throughout the past several centuries.

Lykes, M. (2000). Possible contributions of a psychology of liberation: Whither health and human rights? *Journal of Health Psychology, 5*, 383-397.

Based on Lykes' work with Mayan women in Guatemala, the author explores approaches aimed at a psychology of liberation particularly for individuals and groups who have been historically marginalized and victims of war and oppression.

Mann, J., & Gruskin, S., Grodin, M., & Annas, G. (Eds.). (1999). *Health and human rights*. New York: Routledge

Principally explores the issues of human rights and public health internationally. Also includes discussions related to ethnic cleansing in Yugoslavia, Nazi medicine, female genital mutilation, AIDS, informed consent, and a vast array of other topics relevant to psychologists.

Powers, S., & Allison, G. T. (2002). *Realizing human rights: Moving from inspiration to impact*. New York: St. Martin's Press.

Excellent collection of essays from major figures in the struggle for human rights from Wei Jingsheng and Jimmy Carter to Kofi Annan and Mary Robinson. Includes discussion of enforcement, accountability, policies, instruments, and institutions within the context of human rights around the globe in areas ranging from the United States to Asia to Africa.

Robertson, A. H., & Merits, J. G. (1996). *Human rights in the world: An introduction to the study of the international protection of human rights*. Manchester, England: Manchester University Press.

Excellent overview of international human rights law. Includes the major conventions, declarations, and laws concerning human rights, the contexts of their development, and discussions of their usefulness and application globally.

Rosenzweig, M. R. (1988). Psychology and United Nations human rights efforts. *American Psychologist, 43*, 79-86.

Article in response to the APA's 1987 resolution concerning human rights. Provides background information concerning international human rights law (i.e., conventions, declarations, treaties) and APA's human rights policies. The article also discusses a number of human rights areas relevant to psychology and makes suggestions for further action on the part of the Association. Includes reference formation concerning United Nations documents.

## **Genocide and Human Rights Violations - Refugees' and Survivors' Concerns**

### **General**

Bagilishya, D. (2000). Mourning and recovery from trauma: In Rwanda, tears flow within. *Transcultural Psychiatry*, 37, 337-353.

Personal account of a Rwandan survivor whose son was killed during the 1994 genocide. The author highlights the necessity of using techniques grounded in Rwandan tradition, ritual, and culture to address issues of grief and extreme trauma.

Becker, D. (1995). The deficiency of the concept of posttraumatic stress disorder when dealing with victims of human rights violations. In R. J. Kleber, C. R. Figley, & P. R. Gersons (Eds.), *Beyond trauma: Cultural and societal dynamics* (pp. 99-110). New York: Plenum Press.

Major critique of the concept of posttraumatic stress disorder and the problems inherent in this diagnostic categorization.

Becker, G., Beyene, Y., & Ken, P. (2000). Health, welfare reform, and narratives of uncertainty among Cambodian refugees. *Culture, Medicine & Psychiatry*, 24, 139-163.

An ethnographic study of Cambodian refugees who are living with chronic illness and dependent on the U.S. welfare system for support. Discusses the impact of proposed welfare reform that threatens to take away this much needed form of support for these refugees.

Beristain, C., Paez, D., & Gonzalez, J. L. (2000). Rituals, social sharing, silence, emotions and collective memory claims in the case of the Guatemalan genocide. *Psicothema*, 12(Suppl.), 117-130.

Important article addressing the experiences of survivors of the Guatemalan mass repression and genocidal violence. The experience of Mayan survivors is compared to those within Ladino communities. The role of various coping strategies such as silence, commemorative activities, and the use of rituals is examined.

Bolton, P. (2001). Local perceptions of the mental health effects of the Rwandan genocide. *Journal of Nervous & Mental Disease*, 189, 243-248.

Ethnographic research examining the effects of the Rwandan genocide on survivors' mental health and an examination of the validity of Western diagnosis and assessment instruments for use with this population.

Brandler, S. (2000). Practice issues: Understanding aged Holocaust survivors. *Families in Society*, 81, 66-75.

Discusses the unique concerns and special needs of aging Holocaust survivors who seek services from those within the social work profession.

Chow, R., & Yuen, F. (2000). From Cambodians to Bosnians: Interventions for refugee families suffering from war trauma. *Early Child Development & Care*, 165, 95-104.

Reflective discussion of how social service agencies in one U.S. city have worked to help and empower refugee families from both Cambodia and Bosnia.

Des Pres, T. (1976). *The survivor: An anatomy of life in the death camps*. New York: Oxford University Press.

Provides an excellent description of life in the Nazi concentration camps and liberation. Most noted for its chapter on "excremental assault."

Glicksman, A., & Van Hartsma, K. (2002). The social context of adaptation to traumatic events: Soviet Jews and the Holocaust. *Journal of Clinical Geropsychology*, 8, 227-237.

A qualitative interview study of women who are not only Holocaust survivors but also migrated to the U.S. from the former Soviet Union later in life. The impact of multiple traumas on mental health in aging survivors is examined.

Greenspan, H. (1998). *On listening to Holocaust survivors: Recounting and life history*. Westport, CT: Praeger.

Discusses the need to engage in sustained, interactive dialogue with survivors of trauma (in this case, the Holocaust) differentiating between the concepts of retelling and recounting. Contains a wealth of information, ideas, and thoughts about sustained listening that includes recountings of an individual's life both before and after the experience of atrocity. Throughout the text, Greenspan weaves together his ideas concerning survivors' recountings with examples from his extensive experience interviewing Holocaust survivors. A difficult book to read but worth the effort due to its diversity and depth.

Hagengimana, A., Hinton, D., Bird, B., Pollack, M., & Pitman, R. K. (2003). Somatic panic-attack equivalents in a community sample of Rwandan widows who survived the 1994 genocide. *Psychiatry Research*, 117, 1-9.

Research examining the rates of panic disorder, panic attacks, including "somatically focused" panic attacks, posttraumatic stress disorder, and depression among women survivors of the Rwandan genocide.

Hass, A. (1995). *The aftermath: Living with the Holocaust*. Cambridge, England: Cambridge University Press.

How do individuals survive atrocities such as the Holocaust and what are the aftereffects? This book attempts to answer these questions. Haas intersperses discussions of the psychological effects of trauma with examples drawn from interviews with Holocaust survivors and information from survivor testimony. Excellent discussion concerning the intrusion of memory. Challenges the reader to avoid uniform characterization of survivors based on theories of psychological trauma.

Helmreich, W. B. (1992). *Against all odds: Holocaust survivors and the successful lives they made in America*. New York: Simon & Schuster.

Based on interviews and archival data, this text examines the lives of Holocaust survivors in the United States. Challenges the image of these survivors as individuals leading lives broken by trauma.

Hinton, D., Um, K., & Ba, P. (2001). A unique panic-disorder presentation among Khmer refugees: The sore-neck syndrome. *Culture, Medicine & Psychiatry*, 25, 297-316.

Reports on a culturally distinct form of panic attack among Khmer refugees characterized by a sore neck and accompanying unique symptomatology.

Kay, A. (1998). Generativity in the shadow of genocide: The Holocaust experience and generativity. In D. P. McAdams & E. de St. Aubin (Eds.), *Generativity and adult development: How and why we care for the next generation* (pp. 335-359). Washington, DC: American Psychological Association.

Discusses the impact of survival of a genocidal assault on generativity in mid-life. This chapter explores the impact of the Holocaust on generativity in survivors who experienced the attempted destruction of their entire next generation.

Kellermann, N. (2001). The long-term psychological effects and treatment of Holocaust trauma. *Journal of Loss & Trauma*, 6, 197-218.

Provides an overview of the research literature as well as cumulative work with Holocaust survivors by AMCHA (National Israeli Center for Psychosocial Support of Survivors of the Holocaust and the Second Generation).

Kellermann, N. (2001). Psychopathology in children of Holocaust survivors: A review of the research literature. *Israel Journal of Psychiatry & Related Sciences*, 38, 36-46.

A review of the research on second generation Holocaust survivors. Argues that for a nonclinical population, there is no evidence of increased psychopathology. However for a clinical population, there exists a common pattern of psychopathology.

Kornfeld, E. L. (1995). The development of treatment approaches for victims of human rights violations in Chile. In R. J. Kleber & C. R. Figley (Eds.), *Beyond trauma: Cultural and societal dynamics* (pp. 115-131). New York: Plenum Press.

Discusses treatment of victims of human rights violations in Chile. Also includes an analysis of therapist anxiety resulting from work with such clients and in an atmosphere that includes historic political oppression.

Krell, R. & Sherman, M., (Eds.). (1997). *Genocide: A critical bibliographic review: Vol. 4. Medical and psychological effects of concentration camps on Holocaust survivors*. New Brunswick, NJ: Transaction.

Bibliographic reference work citing over 2,000 journal articles, books, conference proceedings and so forth concerning Holocaust survivors physical and mental health. Includes two essays addressing the psychological and medical impact of the Holocaust on survivors and their families.

Kushner, T., & Knox, K. (1999). *Refugees in an age of genocide: Global, national and local perspectives during the twentieth century*. Portland, OR: Frank Cass.

A comprehensive history of refugee migration and absorption during the 20<sup>th</sup> century. Provides extensive documentation of the refugee events examined. The primary strength of this text is the focus on the human element as evidenced by testimony of refugees and others interspersed throughout.

Lykes, M. B. (1996). Meaning making in a context of genocide and silencing. In M. B. Lykes, A. Banuazizi, R. Liem, M. Morris, & G. W. Albee (Eds.), *Myths about the powerless: Contesting social inequalities* (pp. 159-178). Philadelphia: Temple University Press.

Critiques the use of the posttraumatic stress psychiatric disorder diagnosis for use with survivors of genocide. Argues that the biomedical model fails to take into consideration the socio-cultural dimension and unique features associated with survival for mass violence and terror.

Miller, K. E., Weine, S. M., Ramic, A., Brkic, N., Bjedic, Z. D., Smajkic, A., Boskailo, E., & Worthington, G. (2002). The relative contribution of war experiences and exile-related stressors to levels of psychological distress among Bosnian refugees. *Journal of Traumatic Stress*, 15, 377-387.

Compares a clinical and nonclinical population of Bosnian refugees related to not only posttraumatic stress but the interaction of other variables such as social isolation and exile-related stressors with degree of posttraumatic stress.

Powell, S., Rosner, R., Butollo, W., Tedeschi, R. G., & Calhoun, L. G. (2003). Posttraumatic growth after war: A study with former refugees and displaced people in Sarajevo. *Journal of Clinical Psychology*, 59, 71-83.

Examined the issue of potential positive growth in former refugees and displaced persons from the former Yugoslavia as a result of the experience of war trauma.

Schelach, L. (2001). Memory of Auschwitz survivors. *Applied Cognitive Psychology*, 15, 119-132.

Interesting research examining the accuracy of Holocaust survivor memories against existing camp documentation.

Shmotkin, D., Blumstein, T., Hashomer, I., & Modan, B. (2003). Tracing long-term effects of early trauma: A broad-scope view of Holocaust survivors in late life. *Journal of Consulting & Clinical Psychology, 71*, 223-234.

Study compared survivors of the Holocaust to those who immigrated prior to the war and after (they did not consider themselves to be Holocaust survivors).

Silove, D. (1999). The psychosocial effects of torture, mass human rights violations, and refugee trauma: Toward an integrated conceptual framework. *Journal of Nervous & Mental Disease, 187*, 200-207.

Review of the research concerning survivors of trauma associated with conflict and forced migration. Examines the lack of evidence for widespread psychiatric dysfunction and posttraumatic stress. Recommends the closer examination of survivor adaptation systems that may play a role in whether the individual experiences long-term difficulty or not. Argues that torture dramatically challenges these systems.

Simpson, M. A. (1993). Traumatic stress and the bruising of the soul: The effects of torture and coercive interrogation. In J. P. Wilson & B. Raphael (Eds.), *International handbook of traumatic stress syndromes* (pp. 667-684). New York: Plenum Press.

Discusses the effects of torture and coercive interrogation based on research with victims in South Africa under apartheid.

Veale, A., & Dona, G. (2002). Psychosocial interventions and children's rights: Beyond clinical discourse. *Peace & Conflict: Journal of Peace Psychology, 8*, 47-61.

Theoretical article examining and critiquing the structure and process of psychosocial intervention with children in situations of ethnopolitical conflict and violence. Children in postgenocide Rwanda are used as the basis for analysis.

Veale, A., & Dona, G. (2003). Street children and political violence: A socio-demographic analysis of street children in Rwanda. *Child Abuse & Neglect, 27*, 253-269.

Observational and interview study of postgenocide Rwandan street children. Important analysis including information related to intervention and community support.

Weine, S. M. (1999). *When history is a nightmare: Lives and memories of ethnic cleansing in Bosnia-Herzegovina*. New Brunswick, NJ: Rutgers University Press.

An important work for anyone interested in the Bosnian genocide or working with survivors of this genocide. Based on six years of work with survivors, this psychiatrist recounts through stories and biography, the experiences of survivors before, during, and after the genocide. Includes the writing and testimony of survivors, perpetrators, and witnesses.

#### Additional Readings by Weine:

Weine, S. M., Becker, D. F., McGlashan, T. H., & Laub, D. (1995). Psychiatric consequences of "ethnic cleansing": Clinical assessments and trauma testimonies of newly resettled Bosnian refugees. *American Journal of Psychiatry, 152*, 536-542.

Weine, S. M., Kulenovic, A. D., Pavkovic, I., & Gibbons, R. (1998). Testimony psychotherapy in Bosnian refugees: A pilot study. *American Journal of Psychiatry, 155*, 1720-1726.

Witmer, T. A., & Culver, S. M. (2001). Trauma and resilience among Bosnian refugee families: A critical review of the literature. *Journal of Social Work Research & Evaluation, 2*, 173-187.



A review of the literature related to trauma and resilience in Bosnian refugee families. Includes recommendations for future research and discussion of methodological considerations involved in such research.

### **Children and Adolescents**

Brom, D., Kfir, R., & Dasberg, H. (2001). A controlled double-blind study on children of Holocaust survivors. *Israel Journal of Psychiatry & Related Sciences*, 38, 47-57.

A quasi-experimental study comparing women with at least one parent who was a survivor of the Holocaust and matched controls. While a difference was found between the two groups on separation individuation concerns, no other differences were found between second generation survivors of the Holocaust and matched controls from the general population.

Cohn, J. (1998). Violations of human rights in children and adolescents. *International Journal of Adolescent Medicine and Health*, 10, 185-192.

Discusses historically and currently the human rights violations against children that occur in almost all parts of the world. These violations range from neglect to the effects of war.

Dyregrov, A., Gupta, L., Gjestad, R., & Mukanoheli, E. (2000). Trauma exposure and psychological reactions to genocide among Rwandan children. *Journal of Traumatic Stress*, 13, 3-21.

Examines the impact of extreme trauma including beliefs that they would die to witnessing massacres of family member in child survivors of the Rwandan genocide.

Geltman, P., & Stover, E. (1997). Genocide and the plight of children in Rwanda. *Journal of the American Medical Association*, 277, 289-294.

Study examining the long-term physical and psychological problems for children of Rwanda. Children studied were either internally displaced or refugees living in camps in Zaire. The authors argue that their recovery from trauma depends in large part on the recovery of their communities.

Holliday, L. (Ed.). (1995). *Children in the Holocaust and World War II: Their secret diaries*. New York: Pocket Books.

An anthology of excerpts from children's diaries some of whom survived the Holocaust and others who did not. Provides a glimpse into the world of the child facing genocide.

La Greca, A., Silverman, W. K., Vernberg, E. M., & Roberts, M. C. (Eds.). (2002). *Helping children cope with disasters and terrorism*. Washington, DC: American Psychological Association.

Edited text designed to address the myriad of crises that children may be exposed to including terrorism, natural disasters, human-made or technological disasters (e.g., auto accidents), and acts of violence. An important addition to the library of anyone who either works with children or teaches child or adolescent psychology.

Pran, D. (Compiler) & Depaul, K (Ed.). (1997). *Children of Cambodia's killing fields*. New Haven, CT: Yale University Press.

Eyewitness accounts of individuals who were children at the time of the Cambodian autogenocide.

Rogow, S. (2001). Lessons from the past: Child victims with developmental disabilities in Nazi Germany. *Journal on Developmental Disabilities*, 8, 75-85.

Discusses the mass murder of children with developmental disabilities in Nazi-occupied Europe and the Nazi euthanasia project.

Smith, P., Perrin, S., Yule, W., Hacam, B., & Stuvland, R. War exposure among children from Bosnia-Herzegovina: Psychological adjustment in a community sample. *Journal of Traumatic Stress*, 15, 147-156.

Research examines data collected from almost three thousand children in Bosnia-Herzegovina on self-report measures of stress, depression, anxiety, and grief.

Stein, B. D. (1998). Working with adolescent victims of ethnic cleansing in Bosnia. In A. H. Esman (Ed.), *Adolescent psychiatry: Developmental and clinical studies* (Vol. 23, pp. 227-240). Hillsdale, NJ: The Analytic Press.

Discusses the importance of group activities in work with adolescent victims of ethnic cleansing. In addition to the trauma of wartime, the loss of community and social supports is especially difficult for adolescents. Also includes discussion of several mental health programs that have achieved success with adolescents.

Weine, S., Becker, D. F., McGlashan, T. H., & Vojvoda, D. (1995). Adolescent survivors of "ethnic cleansing": Observations on the first year in America. *Journal of the American Academy of Child & Adolescent Psychiatry*, 34, 1153-1159.

Study outlining the types of trauma experienced by adolescents who are survivors of ethnic cleansing and have experienced forced refugee migration. Examines the degree of posttraumatic stress disorder and depressive disorder among these adolescents and the reasons why the number of individuals experiencing these disorders is relatively low. Based on clinical assessments and trauma testimonies.

Related article:

Becker, D. F., Weine, S. M., Vojvoda, D., & McGlashan, T. H. (1999). Case series: PTSD symptoms in adolescent survivors of "ethnic cleansing." Results from a 1-year follow-up study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 38, 775-781.

## **Women**

Arcel, L. T., (2000). Deliberate sexual torture of women in war: The case of Bosnia-Herzegovina. In A. Y. Shalev, R. Yehuda, & A. C. McFarlane (Eds.), *International handbook of human response to trauma* (pp. 179-193). New York: Kluwer Academic.

Rape as a political act of war is examined in this chapter based on research with survivors of sexual torture in the former Yugoslavia. Challenges previously held notions of war rape as largely a by-product of war. Important chapter for anyone wanting to learn more about rape as a strategy of war and genocide.

Cook, R. J. (Ed.). (1994). *Human rights of women: National and international perspectives*. Philadelphia: University of Pennsylvania Press.

Collection of essays concerning human rights of women including discussions of domestic violence and female genital mutilation.

Eisler, R. (1983). Human rights: The unfinished struggle. *International Journal of Women's Studies*, 6, 326-335.

Challenges the distinction between women's rights and human rights arguing that this represents an aspect of gender inequality.

Fein, H. (1999). Genocide and gender: The uses of women and group destiny. *Journal of Genocide Research*, 1, 43-63.

An excellent analysis of questions related to the role of gender during genocidal action. Examines the factors that may determine whether a woman is allowed to live or not as well as reproduce or not. Also examines the role of mass rape during, and as a form of, genocide.

Hughes, D. (2000). 'Welcome to rape camp': Sexual exploitation and the Internet in Cambodia. *Journal of Sexual Aggression*, 6, 29-51.

Examines the link between the Internet and the trafficking of women and children.

Rasekh, Z., Bauer, H. M., Manos, M. M., & Iacopino, V. (1998). Women's health and human rights in Afghanistan. *Journal of the American Medical Association*, 280, 449-455.

Study of 160 women who had emigrated recently from Afghanistan and life under Taliban rule. Provides data concerning their experiences and the impact on their physical and mental health.

Stiglmayer, A. (Ed.). (1994). *Mass rape: The war against women in Bosnia-Herzegovina*. Lincoln, NE: University of Nebraska Press.

Essays confronting the causes, functions, and effect of mass rape in Bosnia-Herzegovina. Essays include historical information, challenges to traditional theories of rape, and the voices of victims and perpetrators.

*Women and the Holocaust. The following series of texts address the unique stories and experiences of women during the Holocaust as well as feminist analyses.*

Eibeshitz, J., & Eibeshitz, A. (Eds.). (1993). *Women in the Holocaust - Vols. 1 & 2*. New York: Remember.

Linden, R. (1993). *Making stories, making selves*. Columbus, OH: Ohio State University Press.

Ofer, D., & Weitzman, L. (1998). *Women in the Holocaust*. New Haven, CT: Yale University Press.

Rittner, C., & Roth, J. K. (Eds.) (1991). *Different voices: Women and the Holocaust*. New York: Paragon House.

Watts, C., & Zimmerman, C. (2002). Violence against women: Global scope and magnitude. *Lancet*, 359, 1232-1237.

Important article addressing women's rights as fundamental human rights and an examination of the prevalence and on-going nature of violence against women globally.

Whitehorn, J., Ayonrinde, O., & Maingay, S. (2002). Female genital mutilation: Cultural and psychological implications. *Sexual & Relationship Therapy*, 17, 161-170.

Article dealing with a broad range of issues and concerns related to female genital mutilation including difficulties associated with intervention.

### **Torture**

Allodi, F. A. (1991). Assessment and treatment of torture victims: A critical review. *Journal of Nervous & Mental Disease*, 179, 4-11.

Uses the posttraumatic stress disorder concept as a means to organize this discussion of torture. Includes discussion concerning the physical impact of torture based on data from sleep studies, EEGs, and X-rays.

Arthur, N., & Ramaliu, A. (2000). Crisis intervention with survivors of torture. *Crisis Intervention & Time-Limited Treatment*, 6, 51-63.

Examines the myriad of issues facing survivors of torture who have also fled from their homeland. Raises important points concerning the need for therapeutic sensitivity to the complexity of issues facing the survivor and the need for broad multidisciplinary and community based intervention.

Basoglu, M. (Ed.). (1992). *Torture and its consequences: Current treatment approaches*. Cambridge, England: Cambridge University Press.

Excellent collection of essays dealing with all facets of torture including its physical and psychological consequences, assessment, treatment, and rehabilitation.

Conroy, J. (2000). *Unspeakable acts, ordinary people*. Berkeley, CA: University of California Press.

Within three contexts (Israel, Belfast, and Chicago), this text explores the history, methods, perpetrators, and victims of torture. Include a chapter on bystanders to torture.

Eppel, S. (2002). Reburial ceremonies for health and healing after state terror in Zimbabwe. *Lancet*, 360, 869-870.

Describes the use of traditional practices of reburial as a substitute for one-on-one psychotherapy with survivors of torture and mass violence in Zimbabwe. Argues that many of the observances and rituals associated with reburial serve to heal individuals through psychological and emotional processes parallel to those of psychotherapy.

Fabri, M. (2001). Reconstructing safety: Adjustments to the therapeutic frame in the treatment of survivors of political torture. *Professional Psychology: Research & Practice*, 32, 452-457.

Addresses the special needs of individuals who are survivors of political torture related to issues of safety and empowerment in the therapeutic setting.

Foster, D., & Davis, D. (1987). *Detention & torture in South Africa: Psychological, legal & historical studies*. New York: St Martin's Press.

Based on an empirical study of individuals detained under the Internal Security Act in South Africa during apartheid. Includes an examination of the psychological effects of torture.

Franciskovic, T., Moro, L., & Kastelan, A. (2001). Depression and torture. *Military Medicine*, 166, 530-533.

This study compared Croatian military veterans suffering from posttraumatic stress disorder who had combat experience but who had also been tortured with Croatian military veterans who also experienced trauma due to combat but with no experience of torture, and a nonmilitary, non-trauma related control group. Individuals who had experienced torture suffered from significantly higher levels of depression.

Gerrity, E., Keane, T. M., & Tuma, F. (Eds.). (2001). *The mental health consequences of torture*. Bethesda, MD: National Institute of Mental Health.

This edited text provides an excellent overview of a broad range of topics related to the subject of torture. The text is divided into five sections and begins with introductory chapters highlighting a discussion of torture from a survivor's perspective and an overview of the research. This is followed by chapters addressing various conceptual models (e.g., psychosocial and economic) used in the understanding of torture. The middle two sections concern the use of torture during war and in relation to social violence (e.g., homicide and domestic violence). The text concludes with chapters focusing on various clinical issues related to work with torture survivors.

Gorman, W. (2001). Refugee survivors of torture: Trauma and treatment. *Professional Psychology: Research & Practice*, 32, 443-451.

Drawing on research and theory related to trauma, multicultural approaches to power, and liberation psychology, Gorman presents ideas and strategies for psychologists whose practice may include the treatment of survivors of political torture.

Haritos-Fatouros, M. (1995). The official torturer: A learning model for obedience to the authority of violence. In R. D. Crelinsten & A. P. Schmid (Eds.), *The politics of pain: Torturers and their masters* (pp. 129-146). Boulder, CO: Westview Press.

Excellent article expanding beyond Milgram's model of blind obedience to authority among torturers. Highlights the various selection stages, psychological characteristics needed in an official torturer, and the training process involved in moving someone down the path towards becoming a torturer.

Related articles:

Haritos-Fatouros, M. (1988). The official torturer: A learning model for obedience to the authority of violence. *Journal of Applied Social Psychology, 18*, 1107-1120.

Huggins, M. K., & Haritos-Fatouros, M. (1998). Bureaucratizing masculinities among Brazilian torturers and murderers. In L. H. Bowker (Ed.), *Masculinities and violence* (pp. 29-54). Thousand Oaks, CA: Sage.

Holmquist, R., & Anderson, K. (2003). Therapists' reactions to treatment of survivors of political torture. *Professional Psychology: Research & Practice, 34*, 294-300.

Article addresses the unique problems experienced by psychotherapists working with survivors of political torture and provides suggestions for support.

Jonsen, A. R., & Sagan, L. (1978). Torture and the ethics of medicine. *Man & Medicine, 3*, 33-49.

Discusses physicians as willing or unwitting participants in state-sanctioned torture as well as the use of the medical profession to control people politically.

Lagomasino, A. (2001). The understanding and treatment of immigrant trauma survivors: Finding the right mix. *Journal of Applied Psychoanalytic Studies, 3*, 273-283.

Review examining the effectiveness of various psychoanalytic approaches in the treatment of victims of torture. Includes a critique of cross-cultural psychotherapeutic methods.

Pilisuk, M., & Ober, L. (1976). Torture and genocide as public health problems. *American Journal of Orthopsychiatry, 46*, 388-392.

Argues that treatment of torture and genocidal trauma do not fit into traditional mental health models. Rather, they must be studied as public health problems. An ecological approach to the study of and research regarding these concerns must be developed.

Pope, K. S., & Garcia-Peltoniemi, R. E. (1991). Responding to victims of torture: Clinical issues, responsibilities, and useful resources. *Professional Psychology: Research and Practice, 22*, 269-276.

Discusses treatment approaches commonly used with survivors of torture. Includes resource information.

Silove, D., Steel, Z., McGorry, P., Miles, V., & Drobny, J. (2002). The impact of torture on post-traumatic stress symptoms in war-affected Tamil refugees and immigrants. *Comprehensive Psychiatry, 43*, 49-55.

Study examined factors related to predicting posttraumatic stress in Tamil war-trauma survivors. Results indicate that torture leads to a higher level of posttraumatic stress than other forms of trauma included in the study.

Silove, D. (1999). The psychosocial effects of torture, mass human rights violations, and refugee trauma: Toward an integrated conceptual framework. *Journal of Nervous & Mental Disease, 187*, 200-207.

Provides a model addressing the effects of torture on adaptive subsystems in traumatized individuals. It is argued that an understanding of these systems will lead to more appropriate treatment for survivors.

Sironi, F., & Branche, R. (2002). Torture and the borders of humanity. *International Social Science Journal, 54*, 539-548.

Theoretical article examining the use of torture and its impact on both victim and perpetrator.

Suedfeld, P. (Ed.). (1990). *Psychology and torture*. New York: Hemisphere.

Excellent collection of essays concerning the nature and effects of torture as well as psychology's response to issues of torture. Addresses the issue from multiple vantage points including the effects of torture and process of therapeutic intervention, the perpetration of torture and the processes involved in becoming a torturer, and psychology's role in fighting to abolish torture. Includes a disturbing chapter that presents the argument of justifiable torture in limited situations.

Wantchekon, L., & Healy, A. (1999). The "game" of torture. *Journal of Conflict Resolution, 43*, 596-609.

Examines the reasons why political torture results in sadistic behavior on the part of the perpetrator and how its being defined as a "game" leads to an escalation of violence and cruelty. Highlights the overwhelmingly problematic nature of torture when sanctioned by the state.

### **III. Annotated Bibliography of Background Materials**

#### ***Genocide and Democide***

##### ***General***

Ball, H. (1999). *Prosecuting war crimes and genocide: The twentieth-century experience*. Lawrence, KS: University of Kansas Press.

Informative book about the structure and functioning of war crimes tribunals including those following World War II, the Rwandan genocide trials, and the tribunal for the former Yugoslavia.

Charny, I. (Ed.). (1999). *Encyclopedia of genocide* (2 volumes). Santa Barbara, CA: ABC-Clío.

The first encyclopedia of its kind on the topic of genocide and includes entries and articles written by a vast array of scholars. Broad in its scope but somewhat confusing in its organization. Despite this difficulty it is an important addition to one's library on the topic.

Gellately, R., & Kiernan, B. (Eds.). (2003). *The specter of genocide: Mass murder in historical perspective*. New York: Cambridge University Press.

Good edited text that begins with a discussion of the role of modernity and genocide and then discusses genocide by era. Included are sections concerning genocides against indigenous populations, genocide during the World Wars period, and genocides post-1945.

Lerner, R. M. (1992). *Final solutions: Biology, prejudice, and genocide*. University Park, PA: The Pennsylvania State University Press.

A series of essays challenging the idea of biological determinism and arguing instead for developmental contextualism. Examines the role biological determinism has played in human history ranging from discrimination to genocide.

Powers, S. (2002). *A problem from hell: America and the age of genocide*. New York: Basic Books.

A daunting examination of the history of inaction and passive bystander behavior in response to genocides around the globe.

Ronayne, P. (2001). *Never again?: The United States and the prevention and punishment of genocide since the Holocaust*. Lanham, MD: Rowman & Littlefield

Examines the role of U.S. foreign policy in relation to failure to act during times of genocide including Cambodia, Rwanda and Bosnia.

Sabini, J. P., Silver, M., Lifton, R. J., Kelman, H. C., Hamilton, V. L., & Fairbank, J. K. (1993). Political psychology of destructive obedience and genocide. In N. J. Kressel (Ed.), *Political psychology: Classic and contemporary readings* (pp. 185-245). New York: Paragon House.

Consists of four articles previously printed in other contexts examining the relationship of obedience to authority and genocide. Chapters include "Destroying the Innocent with a Clear Conscience: A Sociopsychology of the Holocaust," "The Nazi Doctors," "Sanctioned Massacres," and "Thought Reform in China."

Schabas, W. A. (2000). *Genocide in international law*. New York: Cambridge University Press

Good book examining the legal issues related to genocide including the functioning of the International Courts and Tribunals.

Varvin, S. (1995). Genocide and ethnic cleansing: Psychoanalytic and social-psychological viewpoints. *Scandinavian Psychoanalytic Review*, 18, 192-210.

Provides a psychoanalytic perspective regarding the roots of genocide and ethnic cleansing. Discusses the importance of genocide prevention.

## **Armenia**

Graber, G. (1996). *Caravans to oblivion: The Armenian genocide*. New York: Wiley.

Very readable account of the historical events surrounding the genocide of the Armenians by the Turks.

Hovannisian, R. (Ed.). (1991). *The Armenian genocide in perspective*. New Brunswick, NJ: Transaction.

Excellent collection of essays concerning the Armenian genocide. Includes a chapter concerning the psychological effects on survivors.

Hovannisian, R. G. (Ed.). (1992). *The Armenian genocide: History, Politics, Ethics*. New York: Palgrave.

Useful edited text for background information concerning the Armenian genocide. Includes chapters examining the relationship between the Armenian genocide and the Holocaust as well as chapters concerning the context and causes of the genocide.

Miller, D. E., & Miller, L. T. (1999). *Survivors: An oral history of the Armenian genocide*. Los Angeles: University of California Press.

A history of the Armenian genocide based on the recollections and writings of survivors. Places the genocide within a human context.

### ***Bosnia-Herzegovina***

Cushman, T., & Mestrovic, S. (Eds.). (1996). *This time we knew: Western responses to genocide in Bosnia*. New York: New York University Press.

A collection of essays examining Western responses to the genocide in Bosnia. Includes essays concerning indifference and moral relativism.

Donia, R., & Fine, J. (1994). *Bosnia and Herzegovina: A tradition betrayed*. New York: Columbia University Press.

Examines the relationship of nationalism to religious and ethnic identity. Challenges the assumption of century-old enmities as the root of current conflict.

Friedman, F. (1996). *The Bosnian Muslims*. Boulder, CO: Westview Press.

Good historical overview concerning Bosnian Muslims from ancient times to the present.

Gutman, R. (1993). *A witness to genocide*. New York: Macmillan.

A compilation of Roy Gutman's Pulitzer Prize winning accounts of events as they unfolded in Bosnia.

Honig, J., & Both, N. (1996). *Srebrenica: Record of a war crime*. New York: Penguin Books.

Account of the Srebrenica massacre.

### ***Cambodia***

Chandler, D. (1996). *A history of Cambodia*. Boulder, CO: Westview Press.

Provides a broad coverage of the history of Cambodia. Good introduction to the history of the region and its peoples.

Chandler, D. (1999). *Voices from S-21: Terror and history in Pol Pot's secret prison*. Berkley, CA: University of California Press.

Description and analysis of Pol Pot's torture center located outside of Phnom Penh. Includes discussion of dehumanization and a culture of obedience.

Heder, S. (Ed.). (1995). *Propaganda, politics, & violence in Cambodia: Democratic transition under United Nations peacekeeping*. Armonk, NY: M. E. Sharpe.

Examines the factors of ethnicity, violence, and nationalism during the time of the International Peacekeeping Authority in Cambodia.

Hinton, A. L. (1996). Agents of death: Explaining the Cambodian genocide in terms of psychosocial dissonance. *American Anthropologist*, 98, 818-831.

Expands the concept of cognitive dissonance to a social level defined as psychosocial dissonance. Examines this concept through an analysis of the Cambodian autogenocide.

Kiernan, B. (2002). *The Pol Pot regime: Race, power, and genocide in Cambodia under the Khmer Rouge, 1975-1979*. New Haven, CT: Yale University Press.



A very readable account of Cambodia and the genocide under Pol Pot and the Khmer Rouge.

Markusen, E. (1992). Comprehending the Cambodian genocide: An application of Robert Jay Lifton's model of genocidal killing. *Psychohistory Review*, 20, 145-169.

Analysis of the Cambodian autogenocide using Lifton's model of genocide and "psychohistorical dislocation."

### **East Timor**

Jardine, M. (1999). *East Timor: Genocide in paradise*. Tucson, AZ: Odonian Press.

Introduction to events in East Timor.

Ramos-Horta, J. (1987). *Funu: The unfinished saga of East Timor*. Lawrenceville, NJ: Red Sea Press.

Funu translates as war in Timorese. This book, written by 1996 Nobel Peace Prize winner José Ramos-Horta, discusses the complexity of events in East Timor and the role of the international community in these events. Includes analysis of the genocide and the continued struggle for independence.

### **Holocaust**

Aly, G., Chroust, P., & Pross, C. (1994). *Cleansing the Fatherland: Nazi medicine and racial hygiene*. Baltimore, MD: John Hopkins University Press.

Discusses the relationship of Nazi racial theories and the path of Nazi medicine from sterilization to the death camps.

Arad, Y. (1987). *Belzec, Sobibor, Treblinka: The Operation Reinhard death camps*. Bloomington, IN: Indiana University Press.

Important text discussing the creation and structure of the camps whose sole function was the mass killing of Jews.

Baro, L. (1985-1986). The Holocaust and human decency: A review of research on the rescue of Jews in Nazi occupied Europe. *Humboldt Journal of Social Relations*, 13, 237-251.

Review of the research and methods of research used to study the rescue of Jews during the Holocaust.

Browning, C. R. (1992). *Ordinary men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: HarperPerennial.

The einsatzgruppen were the mobile killing squads responsible for the deaths of almost one million Jews through shooting. This text discusses the individuals involved and raises the specter of the "banality of evil."

Burleigh, M. (1994). *Death and deliverance: "Euthanasia" in Germany c. 1900-1945*. Cambridge, England: Cambridge University Press.

Text exploring Nazi racial theories and discussion of the Nazi euthanasia projects.

Fogelman, E. (1994). *Conscience & courage: Rescuers of Jews during the Holocaust*. New York: Anchor Books.

Blends the various motivations for rescue with the stories of rescuers during the Holocaust. Demonstrates that both internal and external factors played a role in the altruistic behavior of rescuers.

Hilberg, R. (1992). *Perpetrators, victims, bystanders: The Jewish catastrophe 1933-1945*. New York: HarperPerennial.

Places the perpetrators of the Holocaust into various categories with examples of each.

Jones, D. H. (1999). *Moral responsibility in the Holocaust: A study in the ethics of character*. New York: Rowman & Littlefield.

Examines moral responsibility during the Holocaust including an analysis of perpetrators, victims, helpers, rescuers, and bystanders.

Laqueur, W., & Baumel, J. T. (Eds.). (2001). *The Holocaust encyclopedia*. New Haven, CT: Yale University Press.

An excellent reference text. Of the several encyclopedias concerning the Holocaust, this is the best. Includes concise entries and articles on topics ranging from the individuals involved in the Holocaust to country entries and information to articles about the various major ghettos, concentration and death camps, and far, far more. If one is going to teach about the Holocaust and wants a good back up reference text, this is the one to have on the bookshelf.

Lewy, G. (2000). *Persecution of the gypsies*. New York, Oxford University Press.

Good text for anyone wanting to know more about the persecution and genocide of Roma and Sinti within Nazi-occupied Europe.

Proctor, R. (1988). *Racial hygiene: Medicine under the Nazis*. Cambridge, MA: Harvard University Press.

Text exploring Nazi racial theories and the relationship of these theories to Nazi medicine and the Holocaust.

Weiss, J. (1996). *Ideology of death: Why the Holocaust happened in Germany*. Chicago: Ivan R. Dee.

Examines the long history of anti-Semitism in Germany and the role it played in the development of the Holocaust.

Yahil, L. (1990). *The Holocaust: The fate of European Jewry 1932-1945*. New York: Oxford University Press.

Excellent historical overview.

### **Rwanda and Burundi**

Des Forges, A. (1999). *Leave none to tell the story: Genocide in Rwanda*. New York: Human Rights Watch.

Comprehensive history of the genocide in Rwanda. If you can only own one book on the Rwandan genocide, this is the one to purchase.

Gourevitch, P. (1998). *We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda*. New York: Farrar Straus and Giroux.

Highly readable text blending history, analysis, and the voices of Rwandans during the Rwandan genocide.

Keane, F. (1995). *Season of blood: A Rwandan journey*. London: Penguin Books.

Brief accounting and analysis of the Rwandan genocide. Challenges the idea that genocide resulted from ethnic hatreds that spontaneously erupted.

Lemarchand, R. (1995). *Burundi: Ethnic conflict and genocide*. Cambridge, England: Cambridge University Press.

Scholarly analysis of ethnic conflict and genocide in Burundi. Argues that ethnicity can be used in the course of politics to create strife and atrocity.

Mamdani, M. (2001). *When victims become killers: Colonialism, nativism, and genocide in Rwanda*. Princeton, NJ: Princeton University Press.

Good historical text providing the history that led to the genocide in Rwanda. Highlights the role of colonialism in creating defined ethnic groups including the enhanced political and economic disparity between groups.

Melvern, L. (2000). *A people betrayed: The role of the West in Rwanda's genocide*. New York: Zed Books.

Explores the relationship that Western countries and the United Nations as passive bystanders have to genocide. Also highlights the planned nature of the genocide as opposed to the myth that it was a spontaneous uprising.

Prunier, G. (1995). *The Rwanda crisis: History of genocide*. New York: Columbia University Press.

An excellent history and analysis of the events surrounding the Rwandan genocide.

#### **IV. Annotated List of Relevant Journals**

*Holocaust and Genocide Studies*. Published quarterly. Oxford, England: Oxford University Press in association with the United States Holocaust Memorial Museum.

The principle journal in this area for years. Interdisciplinary and geared towards a professional audience.

*Human Rights Quarterly*, Published quarterly. Baltimore, MD: Johns Hopkins University.

Leading journal in the interdisciplinary study of human rights. Includes current information related to world events, scholarly articles, policy analyses, essays, and reviews.

*Human Rights Review*, Published quarterly. New Brunswick, NJ: Transaction.

Interdisciplinary journal highlighting the study of human rights from a social scientific and historical perspective.

*International Journal of Human Rights*, Published quarterly. Hants, UK: Carfax Publishing, Taylor & Francis.

Very accessible interdisciplinary journal focusing on a broad range of human rights topics from capital punishment to genocide.

*Journal of Genocide Research*. Published three times a year. Hants, UK: Carfax Publishing, Taylor & Francis.

Excellent interdisciplinary scholarly journal dealing with all aspects of genocide research.

*Journal of Human Rights*, Published quarterly. Hants, UK: Carfax Publishing, Taylor & Francis.

Scholarly journal focusing on the issue of human rights from a variety of theoretical and ideological perspectives.