

# **VIOLENCE IS NOT BIOLOGICALLY DETERMINED**

*The Seville Statement on Violence twenty-five years later*



Cover picture: Turtle Fountain, (*detail*) Rome (*photo by Camilla Pagani*)

Coloquios Internacionales sobre Cerebro y Agresión (CICA)

XXXIII CICA Conference

**VIOLENCE IS NOT BIOLOGICALLY DETERMINED**  
**The Seville Statement on Violence twenty-five years later**

PROGRAM and ABSTRACTS

Camilla Pagani and J. Martin Ramirez  
editors

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# INTRODUCTION

The International Colloquia on the Brain and Aggression offer the occasion for international scientific exchanges between multidisciplinary groups of experts on the phenomenon of violence. This conference in Rome is the 33rd of their international meetings already held all over the world (see: [www.cicainternational.org](http://www.cicainternational.org)). The main goal of the CICA Club is bridging biologically based approaches and those built on the social sciences, in the understanding that real solutions will only be found through the integration of insights reached from the interaction of many different fields and levels.

In the late seventies of the past century, the International Society for Research on Aggression (ISRA) decided to launch a Committee that, among other goals, would aim at organizing a series of symposia under the auspices of UNESCO. It was hoped that these symposia would eventually lead towards a UNESCO statement on human violence following the example of what had previously been achieved by UNESCO with regard to the notion of 'human race'. In Mexico City, during the IV World ISRA Conference (1982), an UN-Committee was selected for this purpose.

A provisional program was drafted and submitted to UNESCO and to other governmental international institutions. After an initial burst of enthusiasm, there was a very long silence! In spite of this lack of any official support the members of the Committee, scientists from very different disciplines, kept freely and openly discussing the proposed agenda. The main question we wanted to answer was whether modern natural and social sciences knew of any biological factors that constituted an insurmountable or serious obstacle to the goal of world peace. Efficiently coordinated by David Adams, at that time professor at Wesleyan University, we exchanged the latest information about animal behavior, psychology, brain research, genetics, and other related sciences. A draft was elaborated and sent to all of us to study. Finally J. Martín Ramírez, at that time professor at Seville University, convened in his university almost thirty scientists from 13 countries and many different disciplines on the occasion of the 7th CICA, dedicated to Biology and Violence. We met for one week in La Rábida. In 1492 this place became famous, since Columbus started his discovering trip to the New World from there. And after almost five centuries and one week of practical seclusion, the final Seville Statement on Violence (SSV) was born - hopefully giving rise to another new world - a world of Peace. It was the 16th of May of 1986, the UN declared International Year of Peace.

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The Seville Statement on Violence contains five core ideas:

1. "It is scientifically incorrect to say that we have inherited a tendency to make war from our animal ancestors."
2. "It is scientifically incorrect to say that war or any other violent behavior is genetically programmed into our human nature."
3. "It is scientifically incorrect to say that in the course of human evolution there has been a selection for aggressive behavior more than for other kinds of behavior."

4. “It is scientifically incorrect to say that humans have a ‘violent brain’.”

5. “It is scientifically incorrect to say that war is caused by ‘instinct’ or any single motivation.”

The statement concludes: “Just as ‘wars begin in the minds of men’, peace also begins in our minds. The same species who invented war is capable of inventing peace. The responsibility lies with each of us.”

In plain words, the SSV says that peace is possible and that wars and violence can be ended, making clear that there is nothing in biology that stands in the way of making a world without war. War is not in our genes, and we need not accept human aggression as a fate; as the Nobel Price winner Lorenz pointed out, “we shall not improve our chances of counteracting [intra-specific aggression] if we accept it as something metaphysical and inevitable, but on the other hand, we shall perhaps succeed in finding remedies if we investigate the chain of its natural causation” (1963). Far from condemning humanity to war, thus, biology makes it possible to end violence and the suffering it causes and, consequently, to achieve peace. We offer, thus, a message of hope: since violence is not biologically determined, it is avoidable and, consequently, we are capable of cooperation and non-violence (see: Adams, 1991; Ramirez, 1994, 1996).

This Statement, therefore, provides scientific information contradicting the myth that the human capacity for aggression makes war and violence inevitable, as many people all over the world still believe. Most importantly, this document also highlights the role of education - in its broad sense, namely as the sum of all the elements of reality that affect an individual’s development- in preventing, diminishing and eliminating violence.

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Later the SSV has been endorsed and published by more than 40 scientific organizations, and disseminated by another 35. The General Conference of UNESCO, by decision of its 25th session (Paris, 16/11/1989), also endorsed the Statement and ordered its dissemination around the world. It has been translated into many languages, achieving more than 150 publications. In 1998, the Dalai Lama cited “the 1986 Seville Statement on Violence... drawn up and signed by twenty top scientists from around the world” as “perhaps the most comprehensive statement on the latest research” on the topic.

Efforts towards greater peace and cooperation have continued throughout the ensuing 25 years, including but not limited to additional International Colloquia on the Brain and Aggression all over the world. More specifically, other CICA conferences have focused on the topic. In June 1992, on the occasion of the Universal Exposition in Seville, its UNO Pavilion organized a CICA conference in commemoration of the Seville Statement on Violence. In September 2007, 25 years after the IV World ISRA Conference in Mexico City selected the UN-Committee dedicated to this task, the Universidad Nacional Autónoma de México was host of another commemorative CICA conference, under the general topic of Agresión y Violencia: Una Dimensión Ética, organized by Roberto Mercadillo and José Luis Díaz, one of the signatories of the SSV. And in July 2010, another CICA,

held at the University of Connecticut, at Storrs, New England, was dedicated to analyze the convenience of “An Update of the SSV 25 Years Later”. Enthusiastically organized by the signatory Bonnie Frank Carter, who gathered some other signatories, it was chaired by a very prestigious colleague, Benson Ginsburg, professor emeritus of genetics at that university.

Finally, Camilla Pagani, who with Francesco Robustelli has been a very active representative of the SSV in Italy for many years, suggested that some activities should be planned and carried out on the occasion of the SSV’s Silver Anniversary, such as: addressing the issue as to whether the original SSV is still scientifically valid; analyzing the criticisms levied against it; expanding the scientific basis of the document; rewriting the original document, should it need to be updated in some way; reconsidering the efficacy of the activities aimed at disseminating this document. With this purpose, we contacted some scientific and political institutions, such the European Science Foundation, UNESCO (from its Italian Commission to its Paris headquarters), the CNR and the Province of Rome. And here is the mature fruit of our effort: this 33rd CICA. For this purpose, a good number of active participants with very different scientific backgrounds and from all the four corners of the world have gathered in Rome.

Consequently, this 33rd CICA aims to study the phenomena of violence, war, and aggression through a new, integrated, comprehensive, and interdisciplinary approach that considers both psycho-socio-cultural and biological factors, as a basis for a continuing fulfillment of our collective responsibility for “inventing peace.” During the conference, participants from 14 countries of the 5 continents (Croatia, Egypt, Finland, France, Hungary, Iran, Italy, Mexico, New Zealand, Poland, Russia, South Africa, Spain, United Kingdom, and U.S.A.) will also exchange scientific information on their latest research findings on the topic, which will hopefully also help to further elaborate new ideas and develop new collaborative, innovative and interdisciplinary research lines, so that the conference will be the starting point of significant collaborative research projects.

We believe that the study of aggression and violence is currently one of the most relevant issues, especially if we consider the competitive life pattern in humans’ relationships which is now prevailing all over the world. Indeed, it appears that in this historical period there is no scientific problem that needs to be addressed with greater urgency, accuracy, and correctness than the study of violence in its various forms. As Bonnie Frank Carter, a signatory of the Seville Statement, has recently stressed (2010), the need for scientific data in support of peace and cooperation has never been stronger.

*Rome, 22nd September 2011  
Camilla Pagani and J. Martin Ramirez*

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The Art of Happiness: A Handbook for Living.

Das sogenannte Böse. Zur Naturgeschichte der Aggression.

Violence: Some Alternatives.

Aggression: causes and functions. Hiroshima Forum for Psychology.

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# THE SEVILLE STATEMENT ON VIOLENCE

## INTRODUCTION

Believing that it is our responsibility to address from our particular disciplines the most dangerous and destructive activities of our species, violence and war; recognizing that science is a human cultural product which cannot be definitive or all-encompassing; and gratefully acknowledging the support of the authorities of Seville and representatives of the Spanish UNESCO, we, the undersigned scholars from around the world and from relevant sciences, have met and arrived at the following Statement on Violence. In it, we challenge a number of alleged biological findings that have been used, even by some in our disciplines, to justify violence and war. Because the alleged findings have contributed to an atmosphere of pessimism in our time, we submit that the open, considered rejection of these mis-statements can contribute significantly to the International Year of Peace.

Misuse of scientific theories and data to justify violence and war is not new but has been made since the advent of modern science. For example, the theory of evolution has been used to justify not only war, but also genocide, colonialism, and suppression of the weak.

We state our position in the form of five propositions. We are aware that there are many other issues about violence and war that could be fruitfully addressed from the standpoint of our disciplines, but we restrict ourselves here to what we consider a most important first step.

**IT IS SCIENTIFICALLY INCORRECT** to say that we have inherited a tendency to make war from our animal ancestors. Although fighting occurs widely throughout animal species, only a few cases of destructive intra-species fighting between organized groups have ever been reported among naturally living species, and none of these involve the use of tools designed to be weapons. Normal predatory feeding upon other species cannot be equated with intra-species violence. Warfare is a peculiarly human phenomenon and does not occur in other animals.

The fact that warfare has changed so radically overtime indicates that it is a product of culture. Its biological connection is primarily through language which makes possible the co-ordination of groups, the transmission of technology, and the use of tools. War is biologically possible, but it is not inevitable, as evidenced by its variation in occurrence and nature over time and space. There are cultures which have not engaged in war for centuries, and there are cultures which have engaged in war frequently at some times and not at others.

**IT IS SCIENTIFICALLY INCORRECT** to say that war or any other violent behavior is genetically programmed into our human nature. While genes are involved at all levels of nervous system function, they provide a developmental potential that can be actualized only in conjunction with the ecological and social environment. While individuals vary in their predispositions to be affected by their experience, it is the interaction between their genetic endowment and conditions

of nurturance that determines their personalities. Except for rare pathologies, the genes do not produce individuals necessarily predisposed to violence. Neither do they determine the opposite. While genes are co-involved in establishing our behavioral capacities, they do not by themselves specify the outcome.

**IT IS SCIENTIFICALLY INCORRECT** to say that in the course of human evolution there has been a selection for aggressive behavior more than for other kinds of behavior. In all well-studied species, status within the group is achieved by the ability to co-operate and to fulfil social functions relevant to the structure of that group. 'Dominance' involves social bindings and affiliations; it is not simply a matter of the possession and use of superior physical power, although it does involve aggressive behaviors. Where genetic selection for aggressive behavior has been artificially instituted in animals, it has rapidly succeeded in producing hyper-aggressive individuals; this indicates that aggression was not maximally selected under natural conditions. When such experimentally-created hyper-aggressive animals are present in a social group, they either disrupt its social structure or are driven out. Violence is neither in our evolutionary legacy nor in our genes.

**IT IS SCIENTIFICALLY INCORRECT** to say that humans have a 'violent brain'. While we do have the neural apparatus to act violently, it is not automatically activated by internal or external stimuli. Like higher primates and unlike other animals, our higher neural processes filter such stimuli before they can be acted upon. How we act is shaped by how we have been conditioned and socialized. There is nothing in our neurophysiology that compels us to react violently.

**IT IS SCIENTIFICALLY INCORRECT** to say that war is caused by 'instinct' or any single motivation. The emergence of modern warfare has been a journey from the primacy of emotional and motivational factors, sometimes called 'instincts', to the primacy of cognitive factors. Modern war involves institutional use of personal characteristics such as obedience, suggestibility, and idealism, social skills such as language, and rational considerations such as cost-calculation, planning, and information processing. The technology of modern war has exaggerated traits associated with violence both in the training of actual combatants and in the preparation of support for war in the general population. As a result of this exaggeration, such traits are often mistaken to be the causes rather than the consequences of the process.

### CONCLUSION

We conclude that biology does not condemn humanity to war, and that humanity can be freed from the bondage of biological pessimism and empowered with confidence to undertake the transformative tasks needed in this International Year of Peace and in the years to come. Although these tasks are mainly institutional and collective, they also rest upon the consciousness of individual participants for whom pessimism and optimism are crucial factors. Just as 'wars begin in the minds of men', peace also begins in our minds. The same species who invented war is capable of inventing peace. The responsibility lies with each of us.

*Seville, 16 May 1986*

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# DICHIARAZIONE DI SIVIGLIA SULLA VIOLENZA\*

## INTRODUZIONE

Ritenendo che sia nostra responsabilità analizzare, dal punto di vista delle nostre particolari discipline, le più pericolose e distruttive attività della nostra specie, la violenza e la guerra; riconoscendo che la scienza è un prodotto culturale umano che non può essere definitivo o onnicomprensivo; e ringraziando per il loro appoggio le autorità di Siviglia e i rappresentanti dell'UNESCO spagnolo, noi sottoscritti, studiosi di varie parti del mondo e delle scienze che hanno attinenza col problema in esame, ci siamo incontrati e abbiamo redatto la seguente Dichiarazione sulla Violenza. In questa dichiarazione noi contestiamo alcune presunte scoperte biologiche che sono state usate, anche da qualche studioso delle nostre discipline, per giustificare la violenza e la guerra. Poiché queste presunte scoperte hanno contribuito a creare un'atmosfera di pessimismo nella nostra epoca, noi riteniamo che un esplicito e ponderato rifiuto di queste asserzioni sbagliate possa contribuire in modo significativo all'Anno Internazionale della Pace.

L'uso scorretto di teorie e dati scientifici al fine di giustificare la violenza e la guerra non è un fenomeno nuovo poiché è stato praticato fin dalla nascita della scienza moderna. Per esempio, la teoria dell'evoluzione è stata utilizzata per giustificare non solo la guerra, ma anche il genocidio, il colonialismo e la soppressione dei deboli.

Enunciamo la nostra posizione mediante cinque proposizioni. Ci rendiamo conto che ci sono molti altri problemi riguardanti la violenza e la guerra che avremmo potuto utilmente affrontare dal punto di vista delle nostre discipline, ma ci limitiamo qui a ciò che consideriamo un primo importante passo.

**E' SCIENTIFICAMENTE SCORRETTO** dire che noi abbiamo ereditato una tendenza a fare la guerra dai nostri antenati animali. Sebbene i combattimenti si verifichino in molte specie animali, sono stati descritti solo pochi casi di combattimenti distruttivi fra gruppi organizzati all'interno di una stessa specie, per quel che riguarda le specie che vivono in condizioni naturali, e in nessuno di questi casi compare l'uso di strumenti che hanno la funzione di armi. La normale alimentazione di tipo predatorio a scapito di altre specie non può essere paragonata alla violenza intraspecifica. La guerra è un fenomeno tipicamente umano e non si ritrova nelle altre specie animali.

Il fatto che i modi di fare la guerra siano cambiati così radicalmente nelle varie epoche indica che essa è un prodotto della cultura. Si connette a ciò che è biologico fondamentale attraverso il linguaggio, che rende possibile il coordinamento dei gruppi, la trasmissione della tecnologia e l'uso di strumenti. La guerra è biologicamente possibile, ma non è inevitabile, come è dimostrato dalle sue variazioni per quel che riguarda la sua frequenza e la sua natura nelle diverse epoche e nelle diverse zone della terra. Ci sono culture che non hanno avuto guerre per secoli e ci sono culture che hanno avuto frequenti guerre in certi periodi e non in altri.

**E' SCIENTIFICAMENTE SCORRETTO** dire che la guerra, o qualsiasi altro comportamento violento, è geneticamente programmato nella natura umana. Sebbene i geni abbiano un effetto sul funzionamento del sistema nervoso a tutti i livelli, essi forniscono un potenziale di sviluppo che può realizzarsi solo interagendo con l'ambiente ecologico e sociale. Sebbene gli individui differiscano per quel che riguarda la predisposizione ad essere influenzati dall'esperienza, è l'interazione fra il loro patrimonio genetico e le condizioni in cui sono stati allevati che determina la loro personalità. Tranne che in rari casi patologici i geni non producono individui necessariamente predisposti alla violenza. Ma nemmeno hanno l'effetto opposto. Sebbene i geni contribuiscano a determinare le nostre capacità comportamentali, da soli non determinano il risultato.

**E' SCIENTIFICAMENTE SCORRETTO** dire che nel corso dell'evoluzione umana c'è stata una selezione del comportamento aggressivo più che di altri tipi di comportamento. In tutte le specie che sono state studiate esaurientemente lo status all'interno del gruppo è raggiunto in base alla capacità di cooperare e di svolgere funzioni sociali importanti per la struttura del gruppo. La "dominanza" implica legami sociali e affiliazioni; non è solo una questione di possesso e di uso di una maggiore forza fisica, quantunque implichi comportamenti aggressivi. Quando la selezione genetica del comportamento aggressivo è stata perseguita artificialmente negli animali, essa ha portato rapidamente alla produzione di individui iperaggressivi; ciò indica che l'aggressività non è stata selezionata in misura massimale in condizioni naturali. Quando questi animali iperaggressivi creati sperimentalmente sono inseriti in un gruppo sociale, o ne disgregano la struttura o ne vengono espulsi. La violenza non è parte della nostra eredità evolutiva né risiede nei nostri geni.

**E' SCIENTIFICAMENTE SCORRETTO** dire che gli esseri umani hanno un "cervello violento". Sebbene abbiamo un apparato neurale per agire violentemente, esso non è automaticamente attivato dagli stimoli interni o esterni. Come i primati superiori e diversamente da altri animali, i nostri processi neurali superiori filtrano questi stimoli prima che essi provochino una reazione. Il modo in cui agiamo dipende dal modo in cui siamo stati condizionati e socializzati. Non c'è nulla nella nostra neurofisiologia che ci costringa a reagire violentemente.

**E' SCIENTIFICAMENTE SCORRETTO** dire che la guerra è causata dall' "istinto" o da qualsiasi altra singola motivazione. L'origine della guerra moderna corrisponde ad un passaggio dal primato dei fattori emozionali e motivazionali, a volte chiamati "istinti", al primato dei fattori cognitivi. La guerra moderna implica un uso istituzionale di caratteristiche personali come l'obbedienza, la suggestionabilità e l'idealismo, abilità sociali come il linguaggio, e considerazioni razionali come il calcolo dei costi, la pianificazione e l'elaborazione dell'informazione. La tecnologia della guerra moderna ha esagerato i tratti associati alla violenza sia nell'addestramento dei veri e propri combattenti sia nella preparazione di ciò che serve di sostegno alla guerra in tutta la popolazione. Come risultato di questa esagerazione, tali tratti vengono spesso erroneamente considerati le cause del processo, mentre invece ne sono le conseguenze.



## CONCLUSIONE

Concludiamo affermando che la biologia non condanna l'umanità alla guerra e che l'umanità può essere liberata dalla schiavitù del pessimismo biologico e può trovare la fiducia di cui ha bisogno per realizzare i cambiamenti necessari in questo Anno Internazionale della Pace e nei prossimi anni. Sebbene il compito di realizzare questi cambiamenti sia soprattutto di tipo istituzionale e collettivo, esso si basa anche sulla consapevolezza degli individui che vi partecipano, per i quali pessimismo ed ottimismo sono fattori decisivi. Così come "le guerre cominciano nella mente degli esseri umani", anche la pace comincia nella nostra mente. La stessa specie che ha inventato la guerra può inventare la pace. In questo compito ciascuno di noi ha la sua parte di responsabilità.

\*Traduzione di Camilla Pagani

# XXXIII CICA

## The Seville Statement on Violence: twenty-five years later

Rome, 22-25 September 2011

Thursday 22 September 2011

Institute of Cognitive Sciences and Technologies (ISTC)

Via San Martino della Battaglia 44, 00185 Roma

Aula Piaget

<b>Opening ceremony</b>	<b>17.00 – 19.00</b>
<b>Arrival of participants and registration</b>	<b>17.00 – 18.00</b>
<b>Informal opening reception</b>	<b>18.00 – 19.00</b>

Chairs: **Camilla Pagani, Martin J. Ramirez**

**Dinner (on your own)**

**Friday 23 September 2011**

National Research Council (CNR)

Piazzale Aldo Moro 7, 00185 Roma

Aula Marconi

<b>Opening session</b>	<b>9.30 – 10.15</b>
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**Camilla Pagani** (President XXXIII CICA, ISTC-CNR)

**Luciano Maiani** (Former President CNR)

**J. Martin Ramirez** (President CICA)

**Federico Mayor** (President Fundación Cultura de Paz)

**Francesco Calogero** (Former Secretary General Pugwash, Peace Nobel Price 1995)

**Giuseppina Maturani** (President Consiglio Provinciale – Provincia di Roma)

<b>Official group picture</b>	<b>10.15</b>
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<b>Coffee break</b>	<b>10.15 – 10.45</b>
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**Keynote speech**

**10.45 - 11.45**

Chair: **J. Martin Ramirez**

Speaker: **L. Rowell Huesmann**

Institute for Social Research, University of Michigan, USA

**Prosocial Behavior or Aggressive Behavior: Which is more adaptive for human success?**

**Round table: The Seville Statement on Violence twenty-five years later**

**11.45-13.45**

Chair: **Camilla Pagani**

Signatories:

**David Adams**

**Jo Groebel**

**L. Rowell Huesmann**

**Federico Mayor**

**J. Martin Ramirez**

**Riitta Wahlström**

Other participants

**Lunch**

**13.45 - 15.00**

**Second session: Peace, empathy, violence**

**15.00 – 19.00**

Chair: **Farzaneh Pahlavan**

**David Adams**

Fundación Cultura de Paz, Madrid, Spain

**Some strategic advances in the transition to a global culture of peace**

**Roberto Emmanuele Mercadillo-Caballero**

Neurobiology Institute, Universidad Nacional Autónoma de México, Mexico

***Bio-cognitive approaches guiding peaceful premises in the Seville Statement***

**Camilla Pagani and Francesco Robustelli**

Institute of Cognitive Sciences and Technologies, National Research Council, Rome, Italy

***Violence in a comprehensive perspective***

**Frank R. Ascione**

Institute for Human-Animal Connection, University of Denver, USA

***Animal Abuse and Intimate Partner Violence: Risks for Women and Children***

**Coffee break**

**16.30 – 17.00**

**Ivo Slaus**

University College of International Affairs and Diplomacy and “Rudjer Boskovic” Institute, Zagreb, Croatia

***Violence, Human Capital and Global Governance***

**Douglas P. Fry**

Åbo Akademi University & University of Arizona

***The Creation and Maintenance of Non-Warring Peace Systems***

**Natalia N. Kudryavtseva**

Institute of Cytology and Genetics SD RAS, Novosibirsk, Russia

***Psychopathology of repeated aggression: Experimental study***

**Discussion**

**Dinner (on your own)**

Saturday 24 September 2011

Institute of Cognitive Sciences and Technologies (ISTC)  
Via San Martino della Battaglia 44, 00185 Roma  
Aula Piaget

**Third session: Violence and society**

**9.30 – 11.15**

Chair: **Riitta Wahlström**

**Piero P. Giorgi**

National Centre for Peace and Conflict Studies, University of Otago (Dunedin), New Zealand; European Centre at Gargnano (Brescia), Italy.

*Structural violence, the mother of all types of violence – New horizons for applied non-violence*

**Carlo Schaerf**

Department of Physics, University of Rome “Tor Vergata”

*Twenty years of political violence in Italy: chronology and time series analysis.*

**Borisz A. Szegál**

College of Dunaújváros, Dunaújváros, Hungary

*Development of ethnic stereotypes from preschool to adolescence: patterns and determinants*

**Emma Bradford and Margaret Wilson**

University of Liverpool, UK

*Violent Vengeance: An exploratory analysis of revenge-motivated homicides in the UK and US*

Discussion

Coffee break

**11.15 – 11.45**

**Fourth session: Terrorism**

11.45 – 12.45

Chair: **David Adams**

**Valentina Bartolucci**

University of Bradford

***Analysing the Terrorist Brain: Neurobiological Advances and Ethical Implications***

**Sadek Abdelaal**

Cairo University Children's Hospital

***Terror & Terrorism of the Middle-Eastern Child: Evaluation & Abolition***

**Discussion**

**Lunch**

12.45 - 13.45

**Fifth session: Aggression and anger**

13.45 – 15.00

Chair: **Adam Frączek**

**Adam Frączek and Joanna Rajchert**

Maria Grzegorzewska Academy of Special Pedagogy; Academy of Special Education  
,Warsaw, Poland

**Parenting Styles in Childhood and Readiness for Aggression in Adolescence.  
(Selected results from Polish-USA comparative study).**

**Ewa Kulawska and Monika Dominiak – Kochanek**

Cardinal Stefan Wyszyński University, Warsaw, Poland

***Parental discipline practices and readiness for interpersonal aggression among young adults***

**Farzaneh Pahlavan**

Institute of Psychology, Paris Descartes University

## ***Levels of Regulation of Anger in terms of Judgments and Decision Making***

Discussion

**Sixth session: Alternatives to violence**

**15.00 – 16.30**

Chair: **Tina Lindhard**

**Riitta Wahlström**

Taiga-institute, Helsinki, Finland

### ***Non-violence and reconnecting us with nature***

**Sonia Giusti**

CEIM (Cittadinanza Europea e Identità Mediterranee) – University of Cassino, Italy

### ***Resisting Violence and Educating to the Respect of Living Creatures' Rights***

**Grazia Biorci**

Institute of History of Mediterranean Europe, National Research Council, Genoa, Italy

### ***Pen vs. sword. Remarks on the impact that the use of linguistic stereotypes affects on less attentive readers***

**István András and Mónika R. Molnár**

College of Dunaújváros, Dunaújváros, Hungary

### ***Conflicts between multinational companies and local communities***

Discussion

**Coffee break**

**16.30 – 17.00**

***Seventh session: Concluding considerations and plans for the future***

**17.00 – 18.45**





## **ABSTRACTS**

**(in order of presentation)**

**J. Martin Ramirez**

Universidad Complutense Madrid, Spain

### ***Origin of the Seville Statement on Violence***

J. Martin Ramirez will provide a brief history of the SSV, focusing on the beginnings of the Seville Statement on Violence (SSV), originated by an ISRA launched UN-Committee in the late seventies of the past century. Its final product was presented in 1986, in Seville, at the VI Coloquio Internacional sobre Cerebro y Agresión (CICA), and three years later it was endorsed by the 25th General Conference of UNESCO, in Paris.

**L. Rowell Huesmann**

Institute for Social Research, University of Michigan, USA

### ***Prosocial Behavior of Aggressive : Which is more adaptive for human success?***

Prosocial and aggressive behaviour are sometimes thought of as laying on opposite ends of a continuum. However, their relation is not so simple. For example, prosocial motivations toward in-group members often motivate aggressive behaviour toward out-group members. This relation complicates an understanding of the role of aggressiveness and prosocialness in human adaptation and success. Over the years a number of evolutionary and psychoanalytic theorists have argued that aggression is adaptive for human success. However, in this lecture I argue that, while at certain times that may have been true, on average prosocial behaviour is more adaptive for human flourishing particularly on an individual level. I present both historical evidence arguing that prosocialness has promoted the group connectedness and self-sacrifice that have led to the flourishing of civilization and contemporary evidence that aggressiveness is maladaptive for success in a connected society.

**David Adams**

Fundación Cultura de Paz, Madrid, Spain

### ***Some strategic advances in the transition to a global culture of peace***

In its Culture of Peace Resolution in 1998, the United Nations General Assembly called for a transition from the culture of war to a culture of peace. Marking the beginning of the new century, it established the Year 2000 as the International Year for the Culture of Peace and adopted the Declaration and Programme of Action for a Culture of Peace, defining a culture

of peace and providing the first strategic steps towards its achievement. These steps include a global movement for a culture of peace and exchange of information among all of the actors in this movement. Ten years later, the present paper raises questions about the progress of this movement. We begin by analyzing more precisely than has been done previously the history of the culture of war and the historical forces that maintain it. And it is concluded that the historical opportunity for the transition from the culture of war to a culture of peace will come sooner than expected, and that there is no time to lose in its preparation.

**Roberto Emmanuele Mercadillo-Caballero**

Neurobiology Institute, Universidad Nacional Autónoma de México, Mexico

***Bio-cognitive approaches guiding peaceful premises in the Seville Statement***

The scientific character of the Seville Statement implies the incorporation of novel findings and researches on human behavior related to topical kind of violence in contemporary societies, which includes international conflicts such as war or terrorism but also inner expressions linked with poverty, drug consumption or religious intolerance. This work focuses on empirical evidence emerged from neuropsychological studies in cross-cultural samples which have identified neural correlates of empathy, moral reasoning, emotions and altruistic decisions through cognitive paradigms applied in magnetic resonance imaging. We also considered theoretical conclusions regarding the evolution of the human brain and behavior based on ethological comparisons between species. Both kinds of evidence may point that human social cognition involves parallel mechanisms regulating violence and aggression as well as nonviolent behaviors and attitudes such as compassion, cooperation and helping. In addition, our selected neural system could respond different according to the information provided by our cultural context. The “incorrect” premises offered in the Seville Statement have represented a series of bioethical declarations on the interpretation of scientific facts. However, 25 years after the signing of this document, we can consider the inclusion of statements reflecting paradigms and models that propose psychobiological alternatives to guide and reinforce peaceful thinking through individual and collective social learning. In this sense, some central concepts such as welfare, equality and Human Rights involve neurocognitive representations manifested in specific cultural contexts that could be molded according to collective interests. The cross-cultural investigation of these neurocognitive systems is proposed.

**Camilla Pagani and Francesco Robustelli**

Institute of Cognitive Sciences and Technologies, National Research Council, Rome, Italy

***Violence in a comprehensive perspective***

We propose a brief analysis of the four documents that in the last few years have been elaborated by some scholars as comments on and/or updates of the Seville Statement on Violence. We

maintain that not only the importance of war should be stressed, but also the role of aggressiveness, including “normative” aggressiveness in interhuman relationships, should be more deeply analyzed. Within this context we argue that the field of human-animal studies can become extremely useful in the study of interhuman violence. And this, above all, for two reasons: a) violence against animals typically exemplifies an essential constituent of human violence, namely the exertion of power over weaker individuals; b) it underlines humans’ frequent difficult and destructive relationship with diversity. Thus, similarities between violence against animals and interhuman violence can be identified and, consequently, a comprehensive and more correct understanding of human violence, both against humans and animals, can be attained. For example, concepts like “socially acceptable” and “socially unacceptable” violence, which are commonly used in the study of human-animal relations, can be especially useful in the study of human violence in general. In conclusion, we suggest that violence can only be understood and countervailed if it is analyzed in a comprehensive perspective, which considers humans’ destructive behaviour and attitudes toward humans, animals, and the rest of the planet.

**Frank R. Ascione**

Institute for Human-Animal Connection, University of Denver, USA

### ***Animal Abuse and Intimate Partner Violence: Risks for Women and Children***

Recent surveys, in the United States and Australia, of intimate partner violence (IPV) survivors who have pets reveal that over half of these women report that their pets were hurt or killed by their adult partner, often in the presence of their children. This experience is rare or absent for women who also have pets but who do not report intimate partner victimization. A substantial minority of these survivors report delaying going to a shelter out of concern for their pets’ welfare. I describe the implications of these findings for the safety of women, children, and animals facing IPV and the programmatic, policy, and legislative changes, based in part on this research, designed to address the needs of women, children, and the companion animals they cherish. These changes are directed at reducing the future likelihood of violence to people and animals. I briefly describe an ongoing project that examines severity of IPV, animal abuse experiences reported by IPV survivors, the degree and forms of children’s exposure to IPV, children’s perpetration of animal abuse, and the relations of these variables to children’s behavior problems, callous-unemotional traits, empathy, and children’s attachment to their pets.

**Ivo Slaus**

University College of International Affairs and Diplomacy and “Rudjer Boskovic” Institute, Zagreb, Croatia

### ***Violence, Human Capital and Global Governance***

The relationship and interdependence of violence, human capital and global governance are analyzed. It is demonstrated that war and any violence destroy human and social capital – the

most significant of all capitals. The role of governance, particularly in our global world is discussed. It is argued that freedom, tolerance and informed choices are pillars of democracy and that they do require knowledge, education and wisdom.

**Douglas P. Fry**

Åbo Akademi University & University of Arizona

### *The Creation and Maintenance of Non-Warring Peace Systems*

This presentation addresses the challenge of how to create and support non-warring peace systems. Peace systems are neighboring groups of societies that do not make war on each other (and sometimes not with any other societies either). By this definition the tribes of the Upper Xingu River basin in Brazil, the Australian Aborigines of the Great Western Desert, the Iroquois Confederacy, and the European Union constitute examples of peace systems. These peace systems and similar social cases show that peaceful relations can arise and flourish under certain conditions. A brief consideration of existing peace systems suggest that: (1) the presence (or deliberate creation) of interdependence, (2) the realization that interdependence does in fact exist, and (3) the recognition that super-ordinate goals make cooperation a viable strategy are critical elements in the formation and continuance of peace systems. Consequently, a focus on existing peace systems suggests that an explicit focus on interdependence and the need for cooperation are principles that can be applied in regional and global contexts to promote peace systems as alternatives to war in the 21st century.

**Natalia N. Kudryavtseva**

Institute of Cytology and Genetics SD RAS, Novosibirsk, Russia

### *Psychopathology of repeated aggression: Experimental study*

According to many authors, aggression is rewarding and, like other basic behaviors, aggressive behavior in animals and humans is strongly influenced by previous experience of aggression [Scott, 1971]. It has been shown in experiments [review, Kudryavtseva, 2006] that male mice that had a long positive fighting history developed behavioral psychopathology, which included the demonstration of abnormal aggression, malignancy, strong hostility, anxious state, disturbances in social recognition, hyperactivity, stereotypic and hyperkinetic reactions among others. Behavioral observations suggested that positive fighting experience provides a permanent reward to the winners, hence a tendency to repeat aggression acts. Hedonic behavior is disturbed in the winners and aggressive motivation becomes generalized and dominates in any situation. Winners kept away from fighting develop an elevated level of aggression as compared to the period before the fight deprivation.

It has been suggested that accumulation of the positive fighting effects from day to day is accompanied by significant dynamic changes of brain neurotransmitter activity in animals. These

changes arise due to a rearrangement of brain regulation involving (consecutively or simultaneously) the processes of neurotransmitters' synthesis, catabolism, receptors and genes, providing these processes. It has been shown that balance between the activities of the brain's neurotransmitter systems is disturbed in male mice that have had a long positive fighting history. This disbalance is due to a reduced activity of the serotonergic system and an enhanced activity of the dopaminergic systems. As a result, the inhibitory processes become overwhelmed by excitation processes. In these circumstances, a low threshold for aggressive behavior is established in male mice. Pharmacological studies have demonstrated involvement of the opioidergic systems in the effects of repeated aggression: opioid receptors may be desensitized or sensitized depending on the amount of aggression experience. Changes in the brain opioidergic systems in male mice with repeated aggression experience were noticed to be comparable to those in drug addicts. As a consequence, the normal innate mechanisms regulating aggressive behavior are transformed into pathological ones, which are based on neurochemical shifts in the brain appearing as a result of repeated aggression and victories. Moreover, it might well be that long positive fighting experience makes the brain reward systems hypersensitive to aggression-associated stimuli and the neurochemical mechanisms that normally regulate aggressive behavior misregulate it, hence a pathology. Under certain circumstances, the effects of endogenous opioids may be abrogated and emotional and physical discomfort may ensue. This state eventually leads to forming internal drive for aggression, which can result in seeking out an occasion for behaving aggressively or an outbreak of aggression. Thus, it may be suggested that there are neurophysiological mechanisms which themselves stimulate aggression. So was Lorenz right? [Lorenz, 1966]

\* Supported by Russian Foundation for Basic Research, grant N° 10-04-00083-a

Kudryavtseva N.N. (2006). Psychopathology of repeated aggression: a neurobiological aspect. In J.P. Morgan (Ed.) Perspectives on the Psychology of Aggression (pp. 35-64), NOVA Science Publishers, Inc.

Lorenz, K. (1966) On Aggression. New York: Harcourt Methuen.

Scott, J.P. (1971). Theoretical issues concerning the origin and causes of fighting. In: B.E. Eleftheriou & J.P. Scott (Eds). The physiology of aggression and defeat. (pp. 11-42), Plenum, New-York.

### **Piero P. Giorgi**

National Centre for Peace and Conflict Studies, University of Otago (Dunedin), New Zealand;  
European Centre at Gargnano (Brescia), Italy.

### ***Structural violence, the mother of all types of violence – New horizons for applied non-violence***

The last 50 years or so have witnessed a historical turning point about war, violence and non-violence. War, as defined by Clausewitz, has recently been replaced by international military interventions ("peace missions") of potentially powerful armies against technically inferior forces

(asymmetrical wars), with unexpected outcomes, such as no winner or a win of the militarily weaker side. In this period the failure of military interventions in resolving political grievances has interestingly paralleled the glamorous success of numerous nonviolent political changes. At the same time previously unknown programs of peace studies and international cooperation have emerged in some democratic countries, just while their very people have gradually lost the skill and taste for active citizenship. This package of unexpected and contradictory events should inspire peace researchers to realise that war is only the melting tip of a submerged iceberg of violence. This paper deals therefore with structural violence in daily life among the “peaceful”, individualistic, competitive and vulnerable people of affluent societies, a field that is being wrongly neglected by peace researchers, but is very relevant to the topic of this conference. In fact, looking at war is of limited use in understanding human violent behaviour, as it will be discussed (for terminology, see poster by Giorgi).

The Italian Association Neotopia ([www.neotopia.it](http://www.neotopia.it)) has modified the original definition of structural violence (Galtung 1969, 1996) into “the set of ideas, institutions and deep cultural traits that prevents children, adolescents and adults from expressing their own human potentialities”. The emphasis on ontogeny and phylogeny raises previously avoided questions about how should human beings live in order to be happy, healthy and prosperous. In this way an old philosophical speculation (utopia) becomes a practical social project toward a slow and trans-generational nonviolent transformation of a local community (neotopia). A one-year postgraduate course (Master in Applied Nonviolence, University of Bergamo, 2011-12) will therefore train social operators to be employed in many fields (family, school, citizenship, business, environment, health, pastimes, etc.) to promote a consensus for nonviolent solutions appropriate for a given social context. This project aims at countering the current very effective violent influence operated by the commercial-media complex (oppression of consumers) by applying the basic Gandhian principle of nonviolent disobedience. This project would be inconceivable and naïve if structural violence was part of human nature and we would diligently compete against each other, spend hours watching violent fiction, shop obsessively at supermarkets, and support failing military solutions because of a genetic compulsion. The anthropological assumption is that, on the contrary, human beings unwittingly introduced structural violence after inventing food production (independently in three places of the world), which unavoidably brought increase in community size, social stratification and the convenience for the minority in charge that the majority be suitably ignorant, egoistic, fearful and poor to be easily controllable (structural violence). This purely cultural innovation has lasted for thousand of years through an effective trans-generational cultural transfer and subsequently became the structural basis for direct violence (rebellion, police, criminality), cultural violence (indoctrination, propaganda, controlled information), and, finally, war (enforced mass killing of other human beings). Modern knowledge of palaeolithic rock art, palaeoarchaeology, ancient history, and contemporary hunter-gatherers, for example, supports this assumption. The neurobiological assumption is that violence is a sophisticated social behaviour and human beings acquire deep culture between 0 and 6 years of age and social behaviour after 6 under specific social instructions and with no participation of ancestral instincts and inborn drives. Modern knowledge about the late postnatal development of neural connections with the frontal lobe and the function of mirror

neurons, for example, supports this assumption. We have therefore scientific evidence (from anthropology and neurobiology) to believe that human beings are not violent by nature and that crime and war will not be eliminated if we keep structural violence in society. Modern democratic principles, combined with nonviolence strategies and spirituality (not religion), can slowly and nonviolently give back humanity to us, without renouncing the advantages (science, art, technology) acquired in the past through structural violence.

**Carlo Schaerf**

Faculty of Physics, University of Rome “Tor Vergata”

### ***Twenty years of political violence in Italy: chronology and time series analysis***

We have collected major and minor events of political violence in Italy over the difficult years 1969-1988 (gli anni di piombo). We have organized them in six time series according to their most likely political attribution and we have correlated them within themselves, with each other and with some socio-economic indexes. The main result is that the time series of political violence show mostly the behavior of white noise with no statistically significant correlation with socio-economic indexes and with a modest evidence of an epidemic.

**Borisz A. Szegál**

College of Dunaújváros, Dunaújváros, Hungary

### ***Development of ethnic stereotypes from preschool to adolescence: patterns and determinants***

The paper presents main findings of a series of studies of ethnic stereotypes and related phenomena. The subjects were preschoolers (5-6 years old), elementary (8-10 and 13-14) and high school (15-19) students in small towns, and villages in several regions of Hungary with varying degree of ethnic diversity. (The latter is defined in terms of the percentage of Roma (Gypsy) in the population of the study sites: Roma are the largest ethnic minority in Hungary.) Methods of the study were: interviews (with all subjects), modified version of the Bogardus Scale (with parents, and older students). Data on aggression were also collected. Video tape recordings of the interviews would be also shown. Results. Preschoolers had expressed some ethnic competence and stereotypes which corresponds to parental attitudes and to degree of ethnic diversity of their environment. Older students expressed elaborated systems of both negative and positive ethnic stereotypes, both rejection and tolerance of other cultures. In all settings Roma were mostly rejected ethnic group, including samples with high proportion of Roma students. Findings of the studies are interpreted in terms of socialization processes.

**Emma Bradford and Margaret Wilson**

University of Liverpool, UK

***Violent Vengeance: An exploratory analysis of revenge-motivated homicides in the UK and US***

Revenge-motivated homicides represent murders driven by a desire to right some perceived wrongdoing. Offenders and victims of these revenge killings are typically known to each other albeit in a personal (e.g. spouse, partner, friend) or workplace (e.g. supervisor, co-worker, subordinate) context. While revenge has been identified as a primary motivating factor in a broad range of illegal, aggressive and antisocial acts, comparatively little research has focused on revenge-motivated crime.

A random sample of 100 incidents of revenge-motivated homicide within personal relationships and 100 incidents of revenge-motivated homicide within workplace relationships was created with reference to broadsheet newspaper databases. Half of the revenge-motivated homicides collected, in both personal and workplace contexts were from the UK and half from the US. Descriptive reports of each incident were subjected to content analysis according to a series of 120 variables. These variables describe various aspects of the incident including information about who the victim was, who the offender was, how the homicide was committed, and details about the initial provocation. The data set was first analysed using traditional inferential statistics. This allowed for comparative analysis of different methods used by individuals in different contexts and nations, in relation to, for example, the different prevalence in weaponry. Multidimensional Scalogram Analysis (MSA) was also used to examine the data. MSA uses the results of content analysis to place the features of revenge motivated-homicides in a conceptual space, with a view to identifying the common features among them. Trends and patterns observed within the data set will be discussed as will the implications of these findings on efforts to monitor, prevent, and respond to revenge-motivated homicides.

**Valentina Bartolucci**

University of Bradford, UK; University of Pisa, Italy

***Analysing the Terrorist Brain: Neurobiological Advances and Ethical Implications***

The past two decades have seen an explosion in research in the field of human aggression and neuroscience. Advances in neurobiology have raised the possibility that aspects of neurobiology can explain various aspects of human criminal and aggressive behaviour. It may sound like science fiction, but there are now claims about the possibility to use EEG (a type of brainwave imaging) to read a (potential) terrorist mind and to know how, when, and where the next terrorist attack will occur. This knowledge, however, can pose enormous challenges concerning the moral and legal conceptions of free will and responsibility. This paper aims to stress the incredible advances in neurobiology, especially for what concerns the 'brain imaging' of terrorists, at the same time addressing urgent questions around their possible dual use and ethical implications.



***Terror & Terrorism of the Middle-Eastern Child: Evaluation & Abolition***

I am a Pediatrician who happened to live for almost six decades in a country destined to belong to the most turbulent region all over the world called the Middle-East. Our children 'survive' in a continually un-peaceful region, with a childhood almost filled with so many daily pictures and eventually memories of bloodshed and bitterness. They are desperately waiting for Pediatricians seeking for Peace: PeaceDiatricians. Habitually, as a Pediatrician, I had the advantage of thinking in an upstream way when dealing with our 'sick' children, by preferably eradicating the causative rooted factors of their diseases rather than limiting myself to only treat the manifested 'superficial' symptoms. Moreover, as a PeaceDiatrician, I am now very much concerned to care 'holistically' for children, by applying different multi-disciplinary pre-emptive maneuvers, to let them live in peace within themselves, their own community, and with the others. Dipping scrupulously, for the first time, into the Seville Statement after its 25 years' time, instantly led me to raise five thoughtful questions that pop up instantaneously. I want to share them in this gathering at the Consiglio Nazionale delle Ricerche:

1. Are most of the Middle-Eastern children, in specific, 'environmentally' conditioned or genetically destined to be/ behave as violent brains, to the extent of being automatically called, as they are growing up, terrorist-prone?
2. Are most children of the Middle-East exclusively experiencing the unending status of daily-life "terror", and carrying such bad aggressive behavioral standpoint, should they be blamed for being converted to suicide-bombers & named "terrorists"?
3. Is the fact that three consecutive Divine religions (Judaism, Christianity and the Islam) happened to emanate from almost the same geographically tight region, has 'forced' its inhabitants by force majeure to be more susceptible to a socio-cultural 'friction' when it comes to safeguard their own faith, and hence secure their own fate?
4. In addition, when profoundly searching for other reasons of such violent potentiality in the Middle-Eastern Child, can we consider factors that co-lead directly to frustration like the double-standard international policies, poverty and the economical gap, inequity of human rights and democratization, etc.?
5. What can we expect from regional PeaceDiatricians living in such an inflammable region, in order to abolish such a vicious circle: terror leading to terrorism or vice-versa? And how can they contribute to dismantle such human war "heads"?

Palestinian children have become pawns of the politicians who are their leaders. Inside their schools, these children are subjected to defamatory indoctrination. Outside the schools, they are forced and coerced into participating in acts of terror. Both of these forms of exploitation are in violation of international law. The Palestinian children's Israeli counterparts are constantly exposed to the physical threat of terror and suffer the consequential psychological and physiological effects.

**Adam Frączek and Joanna Rajchert**

Academy of Special Education, Warsaw, Poland

***Parenting Styles in Childhood and Readiness for Aggression in Adolescence.  
(Selected results from Polish-USA comparative study).***

The aim of the study was to investigate the relation between the parenting styles manifested towards children (traditionally identified as authoritative, authoritarian and permissive) and the pattern of readiness for aggression (that is emotional-impulsive readiness, E-IR; habitual-cognitive readiness H-CR; personality-immanent readiness, P-IR among adolescents and young adults. The further goal was to establish if that relation is culturally specific or to some extent universal. Presented study involved a 374 Ss. From Poland (133 high school students and 241 college students) and 141 Ss., from USA (college students). When analyzing the parenting styles we found that US Ss., by comparison with the Polish Ss., show lower level of indicators of permissiveness however higher of authoritativeness. At the same time level of all indicators of readiness for aggression (E-IR, H-CR, and P-IR) were lower among US Ss., then in the Polish sample. That were also significant sex related differences in both samples - girls/females by comparison with boys/males manifested lower level of H-CR and P-IR but not E-IR. Subsequent analysis controlling for sex of subjects revealed that US subjects were lower on E-IR and H-CR when parents were more authoritative unlike Polish participants whose scores on these forms or readiness did not differ significantly with respect to authoritativeness. On the other hand level of P-IR is negatively related mainly to parental authoritativeness and country difference in fact is due to sex (sex distribution was not equal in both samples). Presented results are discussed in the context of knowledge on intra-family socialization and sociocultural factors as predictors of formation of specific patterns of readiness for aggression

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***Parental discipline practices and readiness for interpersonal aggression among young adults***

The aim of the study is to examine the relation between parenting disciplinary practices used when children were 10 and readiness for interpersonal aggression. 200 participants are reported on the frequency of their misbehaviors and parental reaction such as spanking, yelling or withholding privileges (Straus, Fauchier, 2007). To measure interpersonal aggression Readiness for Interpersonal Aggression Inventory (RIAI) is used (Frączek, Konopka, Smulczyk, 2008), that enables to assess three mechanisms regulating aggressive manifestations: emotional – impulsive readiness (E – IR); -behavioural– cognitive readiness (B – CR); -personality – immanent readiness (P – IR). Factor analysis revealed three disciplines i.e. punitive-aggressive, punitive-

nonaggressive and affirmative one. Correlation coefficients between three disciplinary scales ranging from 0.61 for punitive-nonaggressive and affirmative discipline in fathers to 0.22 for punitive-aggressive and affirmative discipline in mothers, indicate that parents used the combination of disciplines rather than exclusively one of them. Thus, cluster analysis is conducted revealing three types of parenting: low-controlling, high-supervising and strict parenting. The types of parenting are strongly determined by sex of a child with females perceiving their mothers and fathers predominantly as low-controlling and males evaluated their mothers and fathers primarily as high-supervising. Among mothers and fathers, strict and high-supervising parenting is related to B-CR readiness. Additionally, children of strict fathers score higher on P-IR readiness. No relation is found between types of parenting and E-IR readiness as well as between types of parenting and frequency of misbehaviors reported by young adults. The results are discussed in terms of the familial antecedents of interpersonal aggression and the moderate role of child's sex.

### **Farzaneh Pahlavan**

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### ***Levels of Regulation of Anger in terms of Judgments and Decision Making***

Classical theories of decision making are cognitive in nature, assuming that people's central objective is either to understand underlying patterns of causality in order to anticipate life-enhancing or threatening events (intuitive scientists; Kelley, 1967), or to select subjective utility maximizing options from available choice sets (intuitive scientists; Edwards, 1962; Becker, 1981; Kahneman & Tversky, 1979). In doing so, individuals as intuitive scientists and economists are supposed to seek the most useful cues in the environment for generating accurate predictions and making satisfying decisions. However, in many social contexts, people's objectives are not just epistemic or utilitarian goals. Under some conditions, threatening social characteristics (for self or/and others), specifically moral violations of individual rights, communal obligations, and divinity and/or purity (Rozin, Lowery, Imada, & Haidt, 1999) - by inducing anger and punitiveness - could turn cold intuitive scientists or intuitive economists into angry intuitive prosecutors or intuitive theologians who have low thresholds for affixing blame and imposing penalties.

Researchers have already demonstrated that anger is associated with a sense of self as being offended (certainty), and conviction that one can still cope with the angering event (control) caused purposely by another person (other-blaming). The responsibility dimension is therefore one of the cognitive appraisal dimensions of anger which reveal its most important principles: anger produces strong inferences of blame and as such it is the principal emotion associated with justice judgments (Lerner, Goldberg, & Tetlock, 1998). We propose that regulation of anger involves making decisions and behaving in a manner consistent with high-level construal (as opposed to low-level construals) of anger-inducing situation, which capture its global, superordinate, primary features in terms of abstract values and moral principles (as opposed to local, subordinate, secondary features).  
Keywords: Anger, justice, punitiveness, other-blaming, level of construal

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***Non-violence and reconnecting us with nature***

Violence towards nature has been accepted for too long time. In the modern era wild animals, farm animals, forests and water systems have been eliminated and maltreated. Ecopsychology gives a modern understanding of our relationship with nature. Many research findings shows that aggression and violent behaviour decrease if one can benefit of a peaceful time in nature. Ecotherapy is a method of inspiring people to enjoy being in nature and experiencing contact with trees, stones, plants etc. There are many practices and ideas how we can reconnect us with nature. The ecotherapeutic practices have used ideas from indigenous wisdom and ancient cultures all over the world. Using those practices I found in my research (2010) that creativity, emotional balance, selfconfidence and communication abilities have developed among maltreated boys joining the programme. These are very important traits to decrease aggression or violent behaviour. Respect for nature and caring for our planet is one focus of ecotherapeutic practices. To know oneself and heal oneself is another focus of ecotherapy. In my book Wahlström (2011) “Embracing Nature Heals You,” there are 70 different practices easily to be implemented for educational, social and health care. By using them as professional tools we are helping anyone to be more loving towards oneself and nature. The roots of violence are e.g. low self-esteem, low self-awareness, and inability to show emotions and connecting with ones own feelings. Ecotherapeutic practices are providing those experiences promoting the spontaneous development of feelings, emotions and self-awareness. Loving, respecting and communicating with nature is enhancing non-violence.

**Sonia Giusti**

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***Resisting Violence and Educating to the Respect of Living Creatures’ Rights***

This paper is presented by “CEIM” (Cittadinanza Europea e Identità Mediterranee) – the University of Cassino research group consisting of anthropologists, jurists, psychologists, and historians –. The group has recently organized a number of university lectures at the University of Cassino which focused on the respect of diversities and on the fight against violence. The lectures were delivered by the CEIM scholars themselves.

We would like to point out, synthetically, the contributions of every scholar of the group, on the basis of their orientation (either historical-juridical or psycho-anthropological).

With the series of lectures entitled “Resisting Violence” the historians and the jurists underlined the importance of the relationship between European values and the constitutional rules of

the Member Countries in order to protect the individual, collective, social, and political rights, which crime and a shameless use of penal instruments put at severe risk.

The psycho-anthropological group focused on the principles stated in the first proposition of The Seville Statement (1986) which points out that war is a typically human phenomenon and does not occur in the other animal species.

On the basis of these principles this second research group underlined the importance of educating to the respect and to the exercise of rights, which include not only human rights, but also the rights of all the other living creatures.

The hypothesis is that the anthropocentric concept of the world must be set aside. Indeed, it is necessary to adopt a neo-humanistic view which does not exclude anyone. It is necessary to proceed and to strengthen the teaching of the rights of diversity.

In nature, violence occurs in every species, but it is not a primary instinct as food is. Given the imperfection of human nature, with human beings being free to choose between good and evil, even at their own risk, human beings constructed cultural and social institutions in order to protect their potential freedom to choose and to establish either friendly or hostile relationships. The institutional bonds and the cultural structures that human beings choose for themselves orient the individual and collective behaviour at the ethical, aesthetic, and economic level. In fact human beings are not only biological entities; they become part of a social context and receive a “code of access” that anthropologists call cultural system. This context provides them with specific orientations regarding their behaviour. And since human mind interacts with the environment – either in a constructive or in a destructive way - we believe that teaching the rights of diversity is fundamental in order to change human vitality into conceptual knowledge and therefore into critical and responsible awareness, in order to achieve “a humanism consciously constructed, that does not start from itself, but gives human beings a reasonable placement in nature, instead of authorizing them to appropriate and destroy it...” (C. Lévi Strauss). The history of humanity authorizes us to exclude the biologicistic approach as a pseudo-scientific explanation of human conflicts on the basis of genetic predisposition; we must look for the causes of human conflicts in cultural systems: myths, prejudices, beliefs, ideologies, but also in poverty, hunger and political oppression.

### **Grazia Biorci**

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### ***Pen vs. sword. Remarks on the impact that the use of linguistic stereotypes affects on less attentive readers***

How violent could an apparently innocuous post be? In this paper I would propose some remarks on the results of a quantitative linguistic research conducted on stereotypes in migration subject. Data are extracted from a sample of Italian press published in the second semester 2009. From the lexical analysis emerged that, in newspapers, there are more harmful unexpressed or hidden stereotypes, than explicit ones. The offending nature of those hidden stereotypes

is subsumed by the inner meanings of their linguistic form. In particular, the reflection will convey to some examples which demonstrate how often some stereotyped expressions, full of inner negative or injurious connotations, can be superficially used in the press. This without caring the burden of their meaning and of the cultural effects they can lead to. I'm considering particularly the habit of the unaware metalinguistic behaviour emerging from the use of phraseological expressions, common sayings, idioms and all fixed linguistic forms which are so frequent in every culture. This habit appears so "commonly accepted" that very rarely the use of negatively connoted stereotypes is assumed as violent or intentionally bad by native speakers. That use seems more likely as a mere detail, not even important, as a shiftless way of perceiving language. A laziness that appears guiltily and odiously present in daily utterances. Recognising such linguistic and mental structures, starting to observe them critically and trying to avoid them in the daily verbal and written phrasings, might contribute to settle a new good practice. This begins from giving up the use of violent linguistic/conceptual stereotypes, and start raising respectful and intrinsically harmless communication among people. Adhering to the Seville Statement on Violence, it can happen that starting to change words, thoughts and mentality do change as a consequence. People whose jobs cope with words, such as journalists and teachers, can (or better have to) consciously contribute to that good practice.

1 Biorci G. Stereotipi linguistici come specchio di stereotipi culturali. Osservazioni sul "lessico della migrazione" nella stampa italiana. In: *Crocevia mediterranei. Società, culture e migrazioni nel Mediterraneo (secoli XIX - XX)*. pp. 217 - 242. G. Biorci, P. Castagneto (eds.). (Europa e Mediterraneo. Storia e immagini di una comunità internazionale). Cagliari: CNR ISEM, 2010.

**István András and Mónika R. Molnár**

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### ***Conflicts between multinational companies and local communities***

The paper will present a detailed account of a study of conflicts major multinational companies experience in diverse cultural environments. These conflicts are closely related to a number of easily identifiable factors and may vary from mild expressions of disagreement on issues of common interest to direct confrontation. Aims and expectations of the investors may differ from aims and expectations of host society in general and local community in particular. Environmental issues are viewed from very different perspective by a company management, and people who live in close proximity to production sites. Problems of communication between conflicting sides, including local governments do not receive appropriate attention. Data on representation of the relationships between companies and community in public opinion and mass media provides a unique opportunity to look at complex system of social relations from different perspectives. The authors offer guidelines for improvement of communication between conflicting sides. Efficient communication may contribute to reinforcing the constructive facets of the conflicts.

Núria Querol i Viñas,

BSc, MD Founder of GEVHA Grupo para el Estudio de la Violencia Hacia Humanos y Animales

### *Violence to animals and interpersonal violence in Spain: first results*

Over the past 25 years, researchers and professionals in a variety of human services and animal welfare disciplines have established significant correlations between animal abuse, child abuse and neglect, domestic violence, elder abuse and other forms of violence.

There is virtually no data in Spain regarding animal abuse and violent crime. We took a sample of 24 male inmates of the Prison of Barcelona to evaluate psychopathy and other possible indicators for risk assessment such as cruelty to animals. We administered the PCL:SV and RACA (Reports of Animal Care and Abuse). 23,5% of the inmates had a history of complete Mc Donald triad (cruelty to animals, enuresis and pyromania), 65% presented incomplete triad (one/two items). The descriptive analysis of the items of the triad gives the following percentages: Animal abuse 41,7 %; pyromania: 71% and enuresis: 58,8 % of the subsample. Given the pronostic value of this triad (Pincus, 2001): cranial trauma+ paranoia+ history of psychological/physical/sexual abuse (as victims) it is remarkable that 41% of the inmates presented the complete triad and 29,4% one or two items. It is also interesting to point out the fact that some sexual aggressors reported for the first time, having been sexually molested during childhood or adolescence. In the case studies we have observed conduct disorder and important lack of empathy, specially in the individuals with a high rate of violence in their felonies including animal abuse. Both triads may be useful to evaluate the dangerousness or can be an important indicator for risk assessment.

Regarding violence to animals within the context of domestic violence, previous studies reveal that 71% of pet-owning women entering women's shelters reported that their batterer had injured, maimed, killed or threatened family pets for revenge or to psychologically control victims; 32% reported their children had hurt or killed animals. 68% of battered women reported violence towards their animals. 87% of these incidents occurred in the presence of the women, and 75% in the presence of the children, to psychologically control and coerce them.

Mistreating animals is a warning sign that others in the household may not be safe. The Comission against Family and Gender Violence of the Primary Care Centers of Sant Cugat and Valldoreix is developing a Multidisciplinary Program to Attend Women victims of domestic violence and their companion animals. We have established collaboration with SPCAs Fundació Altarriba and Cau Amic to offer shelter for their companion animals in case it is needed. For that purpose, we are asking screening key questions in the emergency room or in the facility where the woman reports violence. In a year-time, we have identified 22 women who lived animals and 19 of them reported the animal being abused as well. In two cases, the abuser chose the breed (german shepherd and bull terrier) and left the animal with the woman when he left home. These dogs were poorly socialized and the women felt unable to positive-train them, in a parallel way to what was happening with their children. In one case it was necessary to shelter 3 dogs because the woman emergency shelter does not allow companion animals. In one case, a 8-year-old child who is being abused by the father killed a companion fish and tried to kill a canary. He also presents enuresis, fascination for fire and bullying.





## POSTER SESSION

The importance of definitions for a meaningful discussion on the origins of violence  
Aggression, violence, predisposition, biocultural evolution, multidisciplinary research.

**Piero P. Giorgi**

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Words are not set in stone and do not always elicit sharp pictures in our mind, but a meaningful discussion on the origins of violence (in both ontogeny and phylogeny) needs a reasonable consensus about a one-to-one relationship between terms and concepts. This paper proposes definitions and uses of key terms/concepts for the discussion on violence and nonviolence, in order to make sure that possible disagreements are not just semantic differences. The academic and popular literature on aggression, aggressiveness and violence is a semantic jungle. This paper will cut usable paths through the jungle, with aggression relating only to interspecific behaviour, violence only to intraspecific behaviour, and aggressiveness referring only to a predisposition, not specific behavioural traits. The term predisposition has been used in many ways to support different prejudices about violence within the unscientific debate on nature and nurture. This paper supports only one quantitative, not qualitative, concept of predisposition derived from developmental neurobiology. Both academic and popular literature on human evolution enjoys a unique degree of semantic freedom. This paper suggests that the term human beings (not man) refers only to *Homo sapiens*, a species that emerged in Eastern Africa through biocultural evolution, not just biological evolution, about 150,000 years ago and embarked in a series of purely cultural transformations only about 8,000 years ago among food-producing cultures (see oral presentation about structural violence by Giorgi). Biocultural evolution is a known case of parallel evolution, common to Carnivores and Primates and maximally expressed in *Homo sapiens*. Moreover, human beings emerged as a unique species with its own neural strategies, not with a brain that kept inside ancient functions of a distant past (the old concept of atavism). This also explains why animal studies are of limited use to understand the origins of violence. Armed with a clear terminology, one can go to a nonviolent battle against the old idea that is so well rooted because soothing for the public and convenient for the authorities: violence in our genes. We should make use of the new evidence acquired in the last 25 years in order to strengthen the original Seville Statement, provided we keep studying and become multidisciplinary scholars, another term in need of a definition.



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- Member of the Former Health Policies Committee of the National Democratic Party (1994-2011)
- General Secretary of the Egyptian Association for Sciences and Foreign Policy "EGYPTIAN PUGWASH" (2006-...)
- Member of the" Egyptian Council of Foreign Affairs" and was President of its International Health Committee in the years (2006-2007), and Board member of the council in the year 2007
- Member of the Egyptian committee for foreign affairs (2006-...)
- Member of the French Egyptian Friendship Assembly(2004-...)
- Member of the Egyptian UN Association (2004-...)
- Member of the Board of Directors of the Egyptian Cultural Forum (2001-2008) [and director of its cultural salon for one year]
- Member of the Egyptian Red Crescent Society of Cairo Governorate(1998-...)
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- Temporary consultant of the regional office of the Eastern Mediterranean World Health Organization (1996)

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Istvan Andras is the vice-rector and a Professor of communication and media science at the College of Dunaujvaros, Hungary. He received his bachelor degree in elementary school education and his masters in human resource management, in 1989 and 1994, respectively. He obtained his doctoral degree (Ph.D.) in applied philology in 1999, all from the University of Pecs, Hungary. He has started his second doctoral studies from 2009 in psychology.

Before his academic career, he was working in the industry. Between 1997-2001 he was the department head of human resource development at DWA Kft, and between 2001-2002 he was the deputy managing director of human resources at DUNAFERR Rt.

Since 2003 he has been with the College of Dunaujvaros. He has been department head and director of the Communication and Media Science Institute and has served on many boards and committees (e.g. Senate, Rector's Board, Academic Committee, Financial Committee).

He has been editor and author of numerous academic publications and served on various program committees of conferences in communication science and linguistics. He has extensive experience in project management and coordination.

His research interests include communication in multicultural environments, business communication, CSR innovations, and psychology.

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Professor Ascione received his bachelor's degree in psychology from Georgetown University in 1969 and his doctoral degree in developmental psychology from the University of North Carolina at Chapel Hill in 1973. He has the inaugural American Humane Endowed Chair, and is Executive Director of the Institute for Human-Animal Connection at the University of Denver Graduate School of Social Work. His 2005 book, *Children and Animals: Exploring the Roots of Kindness and Cruelty* has been translated into Japanese and Italian. The *International Handbook of Animal Abuse and Cruelty: Theory, Research, and Application*, edited by Dr. Ascione, appeared in May 2008. He was recently awarded a four-year (2010-2014) grant from the National Institute of Child Health and Human Development (R01HD066503) to study animal abuse and intimate partner violence.

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She graduated in Foreign Languages and Literatures at the University of Genoa. In 1989 she became researcher at the Italian National Research Council (CNR). Her interests are focused in particular on the anthropological implications and cultural influences recorded in the language. She has a series of publications on phraseology and collocation which are connected to a period of interest on cognitive linguistics. Interests recently shifted onto sectorial languages and in particular on the language of the technique and on the emergence of a specific technical language, both of manufacturing and arts, and in precise particular field of activity such as international trade and trustworthy or familiar relationships.

From 1990 1993 she moved for a research stage at the Institute of Didactical Technologies of the CNR. Focussing her research field on the Italian language for what concerns the didactical devices for its teaching and learning. She was involved in the settlement of a library of the up-to-date techniques for education and teaching Italian and English as a L2. In this period a lot of experiments were done in collaboration both with primary schools and with other organisms of the University (Faculty of Biology, Genova; Faculty of Educational Science, Genova). The outcome of such experience and collaborations led to a partnership to the European Project IST SIGNAL (Systemic Intelligence for GrowiNg up Artefacts that Live) January 2001 – December 2004. In 2001 she joined what will be called in 2002 ISEM (Istituto di Storia dell'Europa Mediterranea) of C.N.R. in order to recover the ancient studies on lexicology. She has an active collaboration with Prof. Ricardo Court, History Department, Wisconsin University – Madison for the examination of the trade lexicon of a rich Genoese merchant- Gio Francesco Di Negro- living in the Sixteenth-Century.

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1965, BSc Hons in Biological Sciences, University of Bologna (Italy)

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1967-1974 Research and teaching in developmental biology at universities in Italy and England

1974, PhD in Neurology, University of Newcastle upon Tyne (UK)

1974-1980 Lecturer in Neurosciences, University of Lausanne (Switzerland)

1981-2003 Senior Lecturer in Biomedical Sciences, University of Queensland, Brisbane (neurosciences, peace studies, medical history)

2004 to date, retired to promote peace studies in Italy

Curriculum relevant to peace studies

1991-2003, Co-founder of the program for BA in Peace & Conflict Studies and coordinator of the course “Origins of aggression and cooperation” for the Faculty of Sociology, University of Queensland

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2007, Appointed Adjunct Associate Professor at ACPACS, University of Queensland: regular seminars and lecturing at the course Peace Education EDUC2040 (Faculty of Education)  
2008, Member of the Association Neotopia (Piacenza), promoting a nonviolent society  
2010, Scientific coordinator of the Master in Applied Nonviolence, University of Bergamo (due to start in the year 2011-12), Faculty of Education

#### CURRENT RESEARCH AND EXPERTISE

Origins of violence (concepts of neurobiology and anthropology applied to social sciences), structural violence in daily life (critical sociology), applied nonviolence in daily life (neotopia), anthropology of nonviolence and human nature (philosophical anthropology and human biology).

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L. Rowell Huesmann is Amos N. Tversky Collegiate Professor of Communication Studies and Psychology at the University of Michigan and Director of the Research Center for Group Dynamics at Michigan's Institute for Social Research. Huesmann's research focuses on the psychological foundations of aggressive behavior and in particular on how violence in the mass media and video games influences the development of aggressive and violent behavior. Huesmann has authored over 100 widely cited scientific articles and books including *Growing Up To Be Violent* (1977), *Television and the Aggressive Child* (1986), and *Aggressive Behavior* (1994). He is Editor of the international journal *Aggressive Behavior* and was the 2005 recipient of the American Psychological Association's award for Distinguished Lifetime Contributions to Media Psychology. He has testified frequently before congress and directed several national committees examining the causes of violence. He is a member of the USA National Academy of Science's Institute of Medicine's Forum on Global Violence Prevention. He is a past President of

the International Society for Research on Aggression and a life member of Clare Hall College, Cambridge. He received his BS at the University of Michigan in 1964 and his PhD at Carnegie-Mellon University in 1969. Prior to being on the faculty at Michigan, he was an Assistant and Associate Professor of Psychology at Yale University and Professor of Psychology and chair of the psychology department at the University of Illinois at Chicago.

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Natalia N. Kudryavtseva (Kudriavtseva), Ph.D., Dr.Sci. is a Head of Neurogenetics of Social Behavior Sector in the Institute of Cytology and Genetics SD RAS, lives in Novosibirsk, Russia. She was lecturer at the Department of Physiology in Novosibirsk State University (1988-2001). For the past twenty five years, she and her young colleagues have been studying the neurophysiological consequences of chronic social conflicts under the sensory contact model. N.N. Kudryavtseva is author of this model allowing induces various psychopathological states in male mice (anxious depression, catalepsy, social withdrawal, pathological aggression, cognition disturbances, alcoholism etc). N.N.Kudryavtseva is author of 152 papers. Her main publications are: The sensory contact model for the study of aggressive and submissive behaviors in male mice. *Aggres Behav.*1991; Social model of depression in mice of C57BL/6J strain. *Pharmacol, Biochem Behav* 1991; Dynamic changes of brain serotonergic and dopaminergic activities during development of anxious depression: Experimental Study. *Adv. Physiol. Sci.* 2004 (Rus); Changes in the expression of monoaminergic genes under the influence of repeated experience of agonistic interactions: From behavior to gene. *Russ J Genetics.* 2004; Psychopathology of repeated aggression: a neurobiological aspect. In "Perspectives on the Psychology of Aggression" Ed. J.P. Morgan, NOVA Science Publishers, 2006.; An experimental approach for the study of psychotropic drug effects under simulated clinical conditions. *Curr. Drug Met.* 2008.

### **Eva Kulawska**

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Ewa Kulawska works at the Cardinal Stefan Wyszyński University in Warsaw, Poland. She wrote her doctoral thesis on social functioning of hyperactive children in a classroom (under supervision of Prof. Adam Frączek). She achieved her PhD in 2009. She has been conducting research in cooperation with Prof. Murray Strauss (University of Michigan) relating to style of parenting in childhood and psychosocial functioning of young adults. She collaborates with Prof. Adam Frączek within Socialization and Aggression Research Group. Her research interests concern development of aggressive

behavior among children and youth, the relationship between perception of parenting (punishment, awarding, rejection, support) and readiness for aggressive behavior in interpersonal context.

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Tina Lindhard was born in South Africa where she studied psychology at the University of Cape Town. After attending university studies in Denmark, she is now working in Spain. Her interests center around different states of consciousness. She is also a qualified meditation teacher. As a private therapist, Ms. Lindhard combines the insights she has gained from meditation, psychology, cranial sacral therapy, focusing and her work with trauma. She also gives talks on the importance of meditation and the complementary role science and spirituality play in our lives to achieve more clarity, health, harmony and expanded states of consciousness.

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#### *Education*

Study in Psychology, School of Psychology, Universidad Nacional Autónoma de México, Mexico City, 1999 – 2003.

Master in Sciences (Neurobiology), Institute of Neurobiology, Universidad Nacional Autónoma de México, Querétaro, Mex., 2005-2007.

PhD Candidate on Biomedical Sciences, Institute of Neurobiology, Universidad Nacional Autónoma de México, Querétaro, Mex., 2008- at present.

#### *Career*

Lecturer in Neuropsychology, Universidad Anáhuac, Querétaro, Mex., 2009-at present. Assistant lecturer in Anthropology of behavior and Phylogeny of primate behavior, Escuela Nacional de Antropología e Historia, Mexico City, 2006-2009.

Recent participation in international meetings

Neural correlates of compassion experiences and judgments in a police sample, 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spn, 2010

Neurocognitive foundations of compassion inserted in a cultural approach to reduce aggression, 28th International Colloquia on Conflict and Aggression: Attitudes toward conflict and aggression: a cross-cultural approach, Bodrum, Tk, 2009

Neuroscience and moral judgments, 53rd International Congress of Americanists, Universidad

Iberoamericana, Mexico City, 2009.

Recent publications:

Mercadillo RE & Barrios FA. 2011. Brain correlates of impulsivity in police officers: A neuro-cognitive and ethnological exploration. *The Open Criminology Journal*, (in press)

Mercadillo RE, Díaz JL, Pasaye EH & Barrios FA. 2011. Perception of suffering and compassion experience: Brain gender disparities. *Brain and Cognition*, 76: 5-14.

Mecadillo RE & Arias NA. 2010. Violence and compassion: a bioethical insight into their cognitive bases and social manifestations. *International Social Sciences Journal*, 61(200-201): 221-232.

Academic interests

Compassion and cooperative systems in psico-biological approaches; Ethnographical and neuro-scientific methodologies to study violence and human cognition; Evolution of human cognition

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Monika R. Molnar obtained a master degree in business and economics in 2001 at the University of Pecs, Hungary majoring in management and business consulting. Her doctoral research was focusing on special managerial issues of non-profit organisations, which she defended with an excellent qualification in 2008 obtaining a Ph.D. degree.

Presently, she is an Associate Professor of the Business and Management Institute and the director of the International Relations Department at the College of Dunaujvaros in Hungary. She has served on many boards and committees of the institution (e.g. Senate, Rector's Board, Academic Committee).

Her academic and professional work includes numerous local and international publications, higher education teaching, professional lectures, seminars, workshops, trainings, consultations and project work, both in English and in Hungarian. Her academic, research and professional work is related to the field of management, focusing on organizational and leadership development, non-profit management, CSR innovations, and e-learning/online education developments. She has extensive experience in proposal writing, project management, and monitoring activities. She has widespre-

ad international relations and expertise. She obtained numerous academic and research grants and spent longer and shorter periods in the United States, England, India, Portugal and Taiwan.

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Camilla Pagani is a psychologist and works at the Institute of Cognitive Sciences and Technologies (ISTC) of the Italian National Research Council (CNR). As the Head of the Project “The sense of diversity and its psychological implications”, she has mostly been involved in the following research areas: youth’s attitudes toward multiculturalism; the perception of threat in cross-cultural relations; the role of knowledge, of hate and of resentment in racist attitudes; empathy in cross-cultural relations; child-animal relationships with special reference to empathy and violence; the relation between animal cruelty and bullying; the relation between animal cruelty and interpersonal violence. She is the Head of the Research Group “MIDI” (Multiculturalism, Immigration, Diversity, and Integration). She is also the Head of the Research Group “HARE” (Group for the Study of Human-Animal Relations) in collaboration with Prof. F. Robustelli (ISTC) and Prof. F. R. Ascione (University of Denver). She published papers in national and international peer-reviewed journals and chapters in national and international books, and co-authored a book with Francesco Robustelli on teachers’ attitudes toward immigrant pupils’ attending Italian schools in mainstream classes. She is “Expert Evaluator” of European projects for the European Commission and Fellow of the University of Denver. She is a member of IAIE (International Association for Intercultural Education) and of ISAZ (International Society of Anthrozoology). For some years she participated in the ISTC research project on education against violence (“Project for the Dissemination of the Seville Statement on Violence” - Head: F. Robustelli, ). Within this Project, in collaboration with the Ministry of Education and the Municipality of Rome, she organized conferences and seminars on the themes of violence, cross-cultural relations, and child-animal relations. She organized and held courses and seminars for principals, teachers, university and secondary school students, parents, and convicts.

**Farzaneh Pahlavan**

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**Diplomas:**

Doctor of Social Psychology (Ph.D.), Paris VII University, 1987, (Director: Jeorge da Gloria. Sternberg)

Habilitation à Diriger des Recherches (HDR), Psychology, University of Paris V-La Sorbonne,

2006

Professional Activities:

1993-2008: Assistant Professor (Maître de conférences) at University Paris Descartes (Paris 5) University

Since 2009 Professor of psychology, Paris Descartes University - in charge of the Social and Environmental Psychology Department differential psychology teaching group (7 faculty) and the “cognition and differentiation” research group

Ad Hoc Reviews: *Revue Européenne de Psychologie Appliquée*, *Community Mental Health Journal*, *Revue Internationale de Psychologie Sociale*, *Personality and Individual Differences*, *Neuroscience & Biobehavioral Review*, *Année Psychologique*, *Bulletin de Psychologie*, *European Journal of Social Psychology*. Agence National de La Recherche (ANR)

Member of the Editorial Board of *Aggressive Behavior*, from 2006

Guest editor, special issue of « Aggressives Behaviors, *International Review of Social Psychology (Revue Internationale de Psychologie Sociale)*, 2004

Five selected publications:

Pahlavan, F. (2004). Conscious Mental Processes in a Theory of Aggression: Why do People Sometimes Pursue Aggressive Goals? *Revue Internationale de Psychologie Sociale (Special Issue on Aggressive Behavior)*, 17, 2, 107-145.

Pahlavan F., Drozda-Senkowska, E., & Michelot, J. (2007). Pratiques des jeux vidéos violents et agression. *Les Cahiers Internationaux de Psychologie Sociale*, 75-76, 31-63.

Pahlavan F. (2008). Re-emerging Conceptual Integration: Commentary on Berkowitz's “On the Consideration of Automatic as well as Controlled Psychological Processes in Aggression”, *Aggressive Behavior*, 34, 130–133.

Pahlavan, F., Lubart, T., Montreuil, M., Jacob, S., Jacquet, A-Y, Lemoine, C., Petropoulou, H., & Zenasni, F. (2010). Emotional Categorization: Individual Emotional Differences and Laterality effects in Healthy and Persons with Multiple Sclerosis. *Health*, 2(12), 1345-1365.

Pahlavan, F. (2011). High-level constructed social threat: out of sight, out of mind. In F. Pahlavan (Ed.). *Multiple facets of Anger: Getting mad or restoring justice?* New York: Nova Science Publishers, Inc (194 pages).

## **Joanna Rajchert**

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Education

2004 - 2009

Warsaw University, Faculty of Psychology – PhD in Social and Personality Psychology, research on effect of social rejection on adolescents' emotional reactions, behavior and prosocial motivation

2004 – 2005; 1999 - 2004

Teachers training qualification

MA in Psychology, Warsaw University, research on family predictors of parents' identity and values development 1997 - 2002

MA in Archaeology, with a specialization in Anthropology at Faculty of History, Warsaw University.

Employment History

Since 2009

Institute of Applied Psychology, Department of Social Sciences, Academy of Special Education in Warsaw, Poland, adjunct

Since 2004

Educational Psychologist, Elementary and Grammar-school in Chylice Department of Psychology, Warsaw University, Lecturer in psychology courses, such as: methods of personality diagnose, and family predictors of personality development (also as a e-learning course for mothers), Warsaw University, Faculty of Psychology

Recent Publications

Rajchert, J. (2009). Evaluation of the body image prevention program for youth: self-acceptance directed approach. *Psychologia Jakości Życia*, 8, 2, 139-164. In Polish.

Rajchert, J. & Kaminska-Feldman, M. (2008). The determinants of evaluative standards concerning others' regulative activation, *Czasopismo Psychologiczne*, 14, 255-264. In Polish.

Rajchert, J. (2008). Parenting behavior and prosocial orientations. [in:] L. Golińska & B. Dudka (eds.) *Family and Work from the Perspective of Challenges and Threats*, Łódź: University of Lodz Publishers, p. 189-200. In Polish.

Rajchert, J. (2008). Is it possible that adolescents' emotional reactions to interpersonal rejection might be regulated by self distinctiveness?. *Psychologia Społeczna*, 2, 7, 133-149. In Polish.

Rajchert, J., Kamińska-Feldman, M. (2007) Family and identity bases of identification with others. *Psychology, Education, Society* (accepted 10.10.2007), In Polish.

Rajchert, J. (2006). Family environment and adolescents' self-distinctiveness. In: B. Bykowska & M. Szulc. (eds). *Contemporary threats of adolescents in Poland – in search of identity* (pp. 329-337). Gdańsk: Foundation of Gdańsk University Development. In Polish.

Research Interests

Interpersonal processes in adolescence, peer and parental rejection, effects of parental behaviours on adolescents' self distinctiveness and development of evaluative standards, adolescents' self image and self-esteem, aggressive behavior



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Martín Ramírez is the Chairman of CICA and of the Spanish Pugwash Movement, as well as Head of the Aggression Research Group, at Universidad Complutense Madrid. He has a Ph.D. in Medicine and Neurosurgery, and in Education plus two Diplomas in National Defense. He is a member of the Editorial Board for a number of journals including the International Journal on World Peace, Behavioral Sciences of Terrorism and Political Aggression, Evolutionary Psychology, and The Open Journal of Criminology. Dr. Ramírez is on the Advisory Board of the Society for Terrorism Research. Dr. Ramírez is also a former officer of the International Society for Research on Aggression, a former International Security Fellow at Harvard University and currently Visiting Fellow at the Hoover Institution for War, Revolution and Peace, at Stanford University.

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Francesco Robustelli is a researcher at the Institute of Cognitive Sciences and Technologies of the Italian National Research Council. He was a research associate at the Albert Einstein College of Medicine of the Yeshiva University in New York and professor of comparative psychology at the La Sapienza University in Rome. He has carried out research in the following fields: comparative psychology, memory, learning, the relationship between biological evolution and cultural evolution, people's attitudes toward death, cross-cultural psychology, aggression, education against violence, and human-animal relations. He is the Italian representative of an international UNESCO network for education against violence and was the Head of the ISTC research project on education against violence ("Project for the Dissemination of the Seville Statement on Violence").

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Carlo Schaerf is the author of more than 100 articles in international scientific journals. He is also editor of about 10 books on various physics subjects. In 1966 Professor Carlo Schaerf with Professor Edoardo Amaldi founded The International School on Disarmament and Research on Conflicts (ISODARCO). Professor Schaerf became its Director in 1970 and Director and Chairman of the Board in 1991. He is editor of some fifteen books on international security. He is co-author of a two volumes research on political violence in Italy.

1955-56 Fulbright student at the University of Rochester (NY-USA)

Feb. 1958 Doctor in Physics, University of Rome “La Sapienza”

1958-60 Research Associate, Istituto Nazionale di Fisica Nucleare (I.N.F.N.), Rome

1960-63 Research Associate, Stanford University, Palo Alto, California, USA

1963-73 Research Fellow and Project Director , National Committee for Nuclear Energy (CNEN-LNF)

1970-73 Member, National Committee for the Physical Sciences, National Research Council

1970-73 Member, National Committee for Technical Research, National Research Council

1973-81 Professor of Physics, Faculty of Science, University of Rome “La Sapienza”

1975-80 Director, Institute of Physics, University of Rome “La Sapienza”

1978-84 President, National Commission for Nuclear Physics, I.N.F.N.

1978-92 Member, Editorial Board, Nuclear Instruments and Methods, published by North Holland

1980-85 Member, National University Council, Ministry of Public Education

1981-88 Member, National Committee for the Physical Sciences, National Research Council

since 1981 Professor of Physics, Faculty of Science, University of Rome “Tor Vergata”

1984-87 President National Commission for Physics, Ministry of Public Education

1984-89 Member of the Scientific Advisory Council LAL-CEA, Saclay, France

1988-94 Member of the Scientific Advisory Council ESRF, Grenoble, France

1989-92 Member, Board of Directors, I.N.F.N.

1992-2008 Member, Academic Senate, University of Rome “Tor Vergata”

1993 Chairman, Particles and Nuclei, XIII International Conference, Perugia, Italy, 28 June - 2 July.

2002-08 Member, “Programme Advisory Committee COSY, Julich, Germany”

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Ivo Slaus, Professor of Physics (since 1967), Member, Pugwash Council (since 2002) and President, Croatian Pugwash Group; fellow of The Board of Trustees of The World Academy of Art and Science and president of its South-East European Division (since 2005), Member, Club of Rome (since 1988); Fellow, Academia Europea; member of the European Leadership Network (since 2010), dean of the University College for International Affairs and Diplomacy (since 2010) [formerly: Member, Croatian Parliament; Chairman, Parliamentary Subcommittee on Science, Higher Education & Technology; Rudjer Boskovic Institute; Foreign Secretary, Croatian Academy of Sciences & Arts]

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Borisz A. Szegál was educated at the Moscow College of Economics and Statistics, Faculty of Psychology, Moscow State University (MA) and ELTE University, Budapest (PhD). He had worked at Budapest Children Homes as staff psychologist, and later at the Institute for Psychology of the Hungarian Academy of Sciences as Senior Research Fellow. Since 1995 B. Szegál is Professor of the College of Dunaújváros, and served as Chair of the Department of Social Sciences, and Director of the Teachers' Training Institute. For many years Prof. Szegál was Chairperson of the Division of Developmental Psychology of the Hungarian Psychological Society. His research interests include studies of various facets of human development (prenatal development, socialization processes, development of aggression, ethnic stereotypes), cross-cultural and minority studies, and more recently psychosocial facets of global crisis. Prof. Szegál is a recipient of a number of scientific awards and research scholarships including the Fulbright Award. He was a member of the New Century Scholars Program in 2002-2003. Prof Szegál had lectured in many universities including Temple University, University of California, Berkeley, University of Vermont, McMaster University, Aquinas College, Moscow State University, Perm Cultural College and National Institute of Health, Mexico. He is author of 100 publications, including four books.

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Signatory of the Seville Statement of Violence, Dr Wahlström has worked several years in University of Joensuu and Jyväskylä in Finland. She has written more than 100 articles, 3 books and many conference presentations all over the world. She is member of IUCN, Committee member of the eco-and environmental psychology of the the Finnish Association of Psychologist.

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