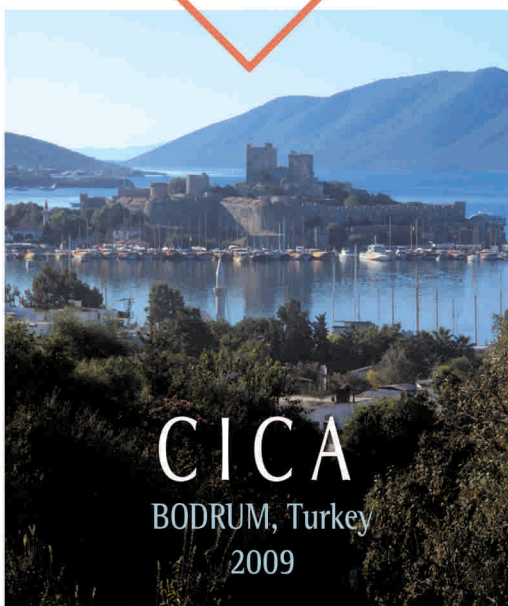
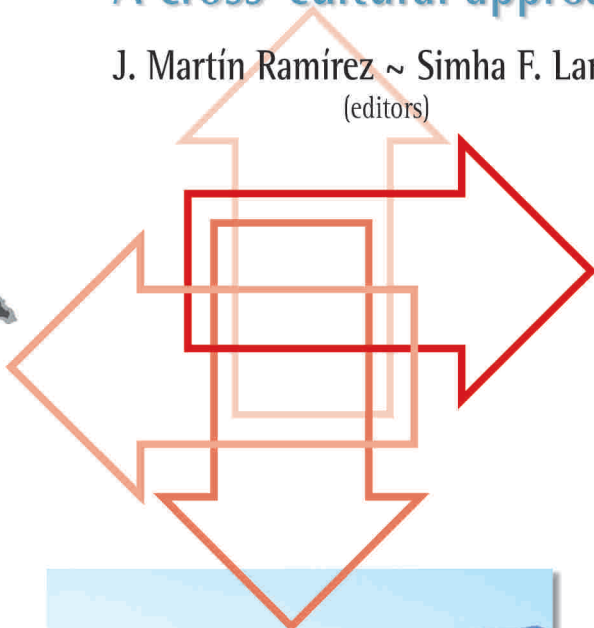


Attitudes Toward Conflict and Aggression

A cross-cultural approach

J. Martín Ramírez ~ Simha F. Landau
(editors)



C.I.C.A. SERIES OF BOOKS

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- 14 **Neuroscience and Biobehavioural Reviews**, vol. 30 (3) (2006)
J. Martin Ramirez (ed.)
- 15 **Journal of Organisational Transformation and Social Change**
vol. 6 (2) (2009)
J. Martin Ramirez (ed.)
- 16 **Interdisciplinary Analyses of Terrorism** (in press)
Daniel Antonius, Adam D. Brown, Tali K. Walters
J. Martin Ramirez, Samuel Justin Sinclair (Eds.)

Attitudes Toward
Conflict and Aggression
A cross-cultural approach

Program and Abstracts

CICA

BODRUM, Turkey 2009
24th - 27th, September

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INTRODUCTION

The *Coloquios Internacionales sobre Cerebro y Agresión* (CICA) welcome you to the 28th CICA Conference on conflict and aggression, in Bodrum, Turkey. CICA has promoted and supported a multidisciplinary understanding of conflict and aggression through international, residential colloquia on the relationship between the brain and the social context of aggression. Since 1983, with the first CICA in Seville, 27 scientific meetings have been held in several countries of Europe, Asia, America and Africa (see its webpage: http://www.ucm.es/info/cica/cica/index.html_.html). The specific topic of this meeting is: *Attitudes toward Conflict and Aggression: A Cross-Cultural Approach*.

Aggressive and violent behavior in all their forms are "triggered" and influenced by a host of inner-individual as well as external-social factors. Cognitive processes related to human perception, attitudes and social/cultural norms are all involved in this behavior. The 20th century has been by far the most violent in human history, mainly due to the two World Wars between the major political powers of their times. Unfortunately, the 21st century, from its onset, brought with it new potential dangers of extreme types of conflict and aggression, based mainly on cultural/religious rifts and feelings of alienation by many social and ethnic groups around the world. Thus, the aim of the present meeting is to shed light on the manifestation of, and attitudes toward conflict and violence from a cross-cultural perspective, in order to better understand the roots of these perceptions

and behaviors. Scholars in the fields of conflict and aggression have, besides their scientific commitment, also a social and moral obligation to bring their findings to the attention of wider audiences and thus affect social policy in coping and reducing aggression in society and between societies.

We are very pleased by the cross-cultural composition of the participants of this meeting. The topics to be discussed are authored by more than fifty scholars from 21 countries: Europe (Denmark, France, Hungary, Italy, Poland, Spain, Sweden, and United Kingdom), Asia (China - Hong Kong, Georgia, India, Iraq, Iran, Israel, Japan, and Palestine), North America (the USA and Mexico), South America (Uruguay), and Africa (South Africa), and our host, the Euro-Asian Turkey. We are looking forward to an exciting meeting with fruitful and rewarding exchanges of thoughts and ideas in the formal meetings, as well as informally.

We meet in a dynamic and changing country, Turkey, which has become an open society, facing "historic opportunities" for modernization. Its privileged geographic situation, linking Europe to Asia and the European Unión with the Russian Confederation and with Iran, makes of it a key geopolitical place, a bridge between cultures, peoples and civilizations.

More specifically, Bodrum, the site of our meeting, is considered the Saint Tropez of Turkey and is one of its most attractive tourist resorts.

Once the ancient city Halicarnassus (the birthplace of Herodotus), Bodrum was the site of the Mausoleum of King Mausoleus, one of the seven wonders of the ancient world. Two millennia later the Knights of St. John built a magnificent Crusader Castle which today is the centerpiece of the modern town. Rediscovered some twenty years ago, Bodrum is now one of the most popular tourist destinations on the western coast of Turkey. In addition to being fully restored Crusader Castle, the *Bodrum Kale* today is the world's premier museum of ancient shipwreck archaeology. The five shipwrecks on display include one of the ten most important archaeological finds of the past century, a Bronze Age shipwreck which sank 3,300 ago and was discovered by Turkish sponge divers in 1984.

Opposite Bodrum is the Greek island of Kos where Hippocrates was born in the 5th century BC. The impressive remains of the large medical center he established there have been partially restored.

We wish you all a pleasant and enjoyable stay in Bodrum.

J. Martin Ramirez (Madrid)

Simha F. Landau (Jerusalem)

Donald A. Frey (Bodrum)

Bodrum, 24th September 2009

SCIENTIFIC COMMITTEE CHAIRS

J. Martín Ramírez

CICA Chairman

and

Chair of the Spanish Pugwash Movement

Professor of Psychobiology

Complutense University

(Madrid, Spain)

Simha F. Landau

Professor of Criminology

The Hebrew University

(Jerusalem, Israel)

ORGANIZING COMMITTEE

Donald A. Frey

(Bodrum, Turkey)

SCIENTIFIC COMMITTEE

John Archer

Former President of the International Society for
Research on Aggression (ISRA),
University of Central Lancashire (United Kingdom)

Caroline Blanchard

Former President of ISRA University of Hawaii (USA)

Marina Butoskaya

Researcher in Ethnology and Anthropology
Russian State University (Russia)

Adam Fraczek

Former President of ISRA
Maria Grzegorzewska Academy of Special Education (Poland)

Malgorzata Kossowska

President of the Polish Association of Social Psychology
Jagiellonian University (Poland)

Robert Mtonga

Organizer of the Zambia CICA
University of Zambia, Lusaka (Zambia)

Deborah S. Richardson

President of ISRA, Co-Organizer of the Augusta CICA
University of Georgia (USA)

Camilla Pagani

Italian CICA Consiglio Nazionale della Ricerca (Italy)

Mustafa Kibarozlu

International Relations Department Bilkent University (Turkey)

Tali K. Walters

Vice-President of Society for Terrorism Research (STR)
Tuft University Medical School/Tufts Medical Center (USA)

SCIENTIFIC PROGRAM



THURSDAY, 24 September 2009

Afternoon *Arrival of participants and registration*

19.00 *Opening Reception (Marina Vista Hotel Roof top)*

Dinner (on your own)



FRIDAY, 25 September 2009

08:00-09:00 *Breakfast*

09:00-10:00 *Symposium on the effects of exposure to political violence on Palestinian and Israeli children (I)*

Chair: *Simha F. Landau*, Hebrew University Jerusalem

Participants:

1. The Effects of Exposure to Political Conflict and Violence on Aggressive Behavior: The case of Palestinian Children

L. Rowell Huesmann, University of Michigan

Khalil Shikaki, Palestinian Center for Policy and Survey Research

Eric F. Dubow, Universities of Bowling Green State and Michigan

Paul Boxer, Rutgers University

Jeremy Ginges, New School for Social Research

Simha F. Landau, Hebrew University of Jerusalem

2. The Effects of Exposure to Political Conflict and Violence on Aggressive Behavior:

The case of Arab and Jewish Children in Israel

Simha F. Landau, Hebrew University of Jerusalem

Shira Dvir Gvirsman, Hebrew University of Jerusalem

Eric F. Dubow, Universities of Bowling Green State and Michigan

L. Rowell Huesmann, University of Michigan

Paul Boxer, Rutgers University

Jeremy Ginges, New School for Social Research

Khalil Shikaki, Palestinian Center for Policy and Survey Research

10:00-10:15 *Break*

10:15:11:45 *Symposium on the effects of exposure to political violence on Palestinian and Israeli children (II)*

3. Conflict and Violence in Homogeneous and Mixed Tribal Bedouin Schools in Israel

Aref Abu-Rabia, Ben Gurion University of the Negev

4. Socialization of Arab and Israeli children

Marie D. Natoli, Emmanuel College, Boston

5. The Effects of Exposure to Political Conflict and Violence on Aggressive Behavior: Ethnic Communalities and Differences and Theoretical Implications

L. Rowell Huesmann, University of Michigan

Simha F. Landau, Hebrew University of Jerusalem

12:00-13:00 *Lunch (on your own)*

13:30-15:30 *Oral Communications: Session 1*

Chair: *Farzaneh Pahlavan*, Université Paris 5

Participants:

- 1. Ethnic, social, legal, economic and political determinants of societal aggression in the EU Central European member states**

Borisz Szegál, College of Dunaújváros, Dunaújváros

- 2. Conflicts between local Japanese citizens and the US military in Japan.**

Kiyoshi Nakachi, Meio University

- 3. Youth's attitudes toward racism: a socio-cultural perspective**

Camilla Pagani, National Research Council, Rome

Francesco Robustelli, National Research Council, Rome

- 4. Exploration of toddler's conflict behavior to identify vulnerable developmental periods for children with Language Impairment**

Laura Horowitz, Karolinska Institute, Stockholm

Tomas Ljungberg, Karolinska Institute, Stockholm.

5:30-15:45 *Break*

15:45-17:30 *Oral Communications: Session 2*

Chair:

Lucyna Kirwil, Warsaw School of Social Sciences and Humanities

Participants:

- 5. Thomas Hobbes and the Containment of Aggression**

Lorenzo Gabutti, RAI, Rome,

6. A Review of Theories of Conflict

José G. Vargas-Hernández, Universidad de Guadalajara

7. Conflict cannot be resolved on the level it was created

Tina Lindhard, South Africa

8. Neurocognitive foundations of compassion inserted in a cultural approach to reduce aggressive behaviour

*Roberto Emmanuele Mercadillo,
Universidad Nacional Autónoma de México*

17:30-18:00 *Poster Session*

Chair: *Camilla Pagani, National Research Council, Rome*

Participants:

1. Patterns of Readiness for Interpersonal Aggression vs. Eysenck's PEN

*Marek Smulczyk,
The Maria Grzegorzewska Pedagogical Academy, Warsaw
Adam Fraczek,
The Maria Grzegorzewska Pedagogical Academy, Warsaw
Helena Grzegolowska-Klarkowska,
The Maria Grzegorzewska Pedagogical Academy, Warsaw*

2. Readiness for Interpersonal Aggression vs. Buss-Perry Diagnosis of Aspects of Aggression

*Karolina Konopka,
The Maria Grzegorzewska Pedagogical Academy, Warsaw
Adam Fraczek,
The Maria Grzegorzewska Pedagogical Academy, Warsaw
Marek Smulczyk,
The Maria Grzegorzewska Pedagogical Academy, Warsaw
Helena Grzegolowska-Klarkowska,
The Maria Grzegorzewska Pedagogical Academy, Warsaw
Lucyna Kirwil, Warsaw School of Social Sciences and Humanities*

3. Readiness for Interpersonal Aggression vs. Reactive and Proactive Aggression

Lucia Halty, Universidad P. Comillas Madrid

Luis Millana, Universidad Complutense Madrid

J. Martin Ramirez, Universidad Complutense Madrid

4. Different aggression acts in different situations in Spanish young and adolescents: do age and gender matter?

Luis Millana, Universidad Complutense, Madrid

Lucia Halty, Universidad P. Comillas, Madrid

J. Martin Ramirez, Universidad Complutense, Madrid

5. CAMA, RAI and RPQ in people from different cultures living in Spain

Natalia Fares, Universidad Complutense, Madrid

Irene G. Reyes, Universidad Complutense, Madrid

Lucia Halty, Universidad P. Comillas, Madrid

J. Martin Ramirez, Universidad Complutense, Madrid

6. Model Program approaches to Youth Violence: Ethnic, Cultural, and Regional Considerations for Program Implementation and Evaluation

Jason Dela Cruz,

US Centers for Disease Control and Prevention, Atlanta

7. Growing Aggression triggers insecurity among kids

Ashima Soni, Department of Psychology, Punjab University

8. Aggressiveness of Sportsmen at Competitions and Trainings: Its Biological Basis

Sig. Zurabashvili, Tbilisi State Medical University

D. Tsverava, Tbilisi State Medical University,

N. Khvitia, Tbilisi State Medical University

Kh. Lasareishvili, Tbilisi State Medical University

I. Jikia, Tbilisi State Medical University

18:00-18:15 *Break*

18:15-19:15 *Symposium on Perspectives on Interracial Violence and Conflict Resolution in the United States*
Diversity Training Institute for Public Safety, California

1. *Stephen N Thom*, Conflict Management Approach
2. *Prany Sananikone*, Diversity Approach
3. *Alvin Brown*, Law Enforcement Approach
4. *Patricia Lenahan*, Medical Approach

19:15-19:45 *The neurobiology of trait aggression and anger*
Nelly Alia-Klein,
Brookhaven National Laboratory, Upton, NY

19:45 *Dinner (on your own)*

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SATURDAY, 26 September 2009

08:00-09:00 *Breakfast*

09:00-10:30 *Symposium on Justification of Aggression*

Chair: *J. Martin Ramirez, Universidad Complutense, Madrid*

Participants:

1. Justification of different aggression acts in different situations in university students from Spain and Hong Kong

J. Martin Ramirez, Universidad Complutense, Madrid

Annis Fung Lai-Chu, City University of Hong-Kong

Lucia Halty, Universidad P. Comillas, Madrid

**2. Socio-Moral Approval of Interpersonal Violent Behaviours among Polish Adolescents
(Some Sociodemographic and Situational Concomitants)**

Adam Fraczek, The Maria Grzegorzewska Pedagogical Academy

Monika Dominiak, The Maria Grzegorzewska Pedagogical Academy

Marta Rutkowska, The Maria Grzegorzewska Pedagogical Academy

Helena Grzegorzewska-Klarkowska,

The Maria Grzegorzewska Pedagogical Academy

**3. Justification of Offensive and Pro-social Aggression.
The Study of Emotional and Cognitive Predictors in Three Nations (Poland, the Czech Republic, and the USA)**

Lucyna A. Kirwil Warsaw School of Social Sciences and Humanities

10:30-10:45 *Break*

10:45-12:00 *Symposium on Readiness for Interpersonal Aggression*

Chair: *Adam Fraczek,*
The Maria Grzegorzewska Pedagogical Academy, Warsaw

Participants:

1. Patterns of Readiness for Interpersonal Aggression among Young Adults (Cross-National Comparative Study)

Adam Fraczek, The Maria Grzegorzewska Pedagogical Academy
J. Martin Ramirez, Universidad Complutense, Madrid
Annis Fung Lai-Chu, City University of Hong-Kong

2. Readiness for Interpersonal Aggression in Adolescence (Polish – Spanish Comparative Study)

Adam Fraczek, The Maria Grzegorzewska Pedagogical Academy
Marta Rutkowska, The Maria Grzegorzewska Pedagogical Academy
Karolina Konopka, The Maria Grzegorzewska Pedagogical Academy
Luis Millana, Universidad Complutense, Madrid
J. Martin Ramirez, Universidad Complutense, Madrid

3. Readiness for Interpersonal Aggression in people from different cultures living in Spain

Irene G. Reyes, Universidad Complutense, Madrid
Natalia Fares, Universidad Complutense, Madrid
Lucia Halty, Universidad P. Comillas, Madrid
J. Martin Ramirez, Universidad Complutense, Madrid

12:00-13:00 *Lunch (at Korfez Restaurant)*

13:00-14:45 *Castle and Museum Tour*

18:30-19:00 *Business Meeting and Closing session*

19:00-21:30 *Farewell Dinner (at Kocadon Restaurant)*

SUNDAY, 27 September 2009

08:00 - 09:00 *Breakfast*

09:30 -16:00 *Excursion to Kos*

10:00 *Departure of the ferryboat to Kos*

Visit of the Medical Center of Hippocrates

Meal in a Greek taverna

Look around town

16:00 *Arrival back to Bodrum harbour*

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ABSTRACTS
(in chronological order)

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SYMPOSIA

1st Symposium on

THE EFFECTS OF EXPOSURE TO POLITICAL CONFLICT AND VIOLENCE ON AGGRESSIVE BEHAVIOR: A STUDY IN ISRAEL AND PALESTINE

Chair: *Simha F. Landau*, Hebrew University

Introduction:

The impact of exposure to violence in the context of families, neighborhoods, and peer groups on pre-adolescents and adolescents has been widely studied. However, very little is known on the effect of exposure to political conflict and violence on children and youth. The literature is especially lacking studies assessing these last effects while controlling for exposure to violence in other contexts. The studies in this symposium evaluate the cumulative impact on aggression of children's exposure to violence in four social ecological settings: family, school, neighborhood and political conflicts. Samples of Israeli Jewish children, Israeli Arab children, and Palestinian children are studied. Three birth cohorts of children – age 8, age 11, and age 14 in 2007 – are studied within each sub-sample. The results in Israel are presented in the first paper. The results in Palestine are presented in the second paper. Conflict and Violence in Tribal Bedouin Schools in Israel will be the topic of a third paper. The messages Arab and Israeli children receive through socialization will also be analyzed. And finally an integrative theoretical summary is then presented in the last paper.

1. The Effects of Exposure to Political Conflict and Violence on Aggressive Behavior: The case of Palestinian Children*

L. Rowell Huesmann, University of Michigan

Khalil Shikaki, Palestinian Center for Policy and Survey Research

Eric F. Dubow,

Bowling Green State University and the University of Michigan

Paul Boxer, Rutgers University

Jeremy Ginges, New School for Social Research

Simha F. Landau, Hebrew University of Jerusalem

This study evaluates the cumulative impact on Palestinian children's aggression of exposure to violence in four social ecological settings: family, school, neighborhood, and political conflicts. The effects of exposure to violence in these settings were analyzed for a large sample of Palestinian children growing up on the West Bank and in Gaza. We examine data collected using face-to-face interviews with children and parents, from a sample of 600 dyads with three age cohorts of children – 8 year olds, 11 year olds, and 14 year olds in 2007. We test the effect of exposure to each type of violence on aggressive behavior while controlling for a variety of personal and demographic covariates. First, we observed that the 600 Palestinian children in our sample were, not surprisingly, exposed to a large amount and variety of political conflict and violence (e.g., 73% witnessed actual political violence and 99% witnessed political violence through media reports). Children in Gaza were exposed to significantly more violence than children on the West Bank; boys were exposed to more ethno-political and school violence than girls, and older children were exposed to more violence of all kinds than younger children. Greater exposure to both ethno-political violence and non-ethno political community violence was significantly related to more aggressive behavior in all ages and to severe physical aggression in older children. The effect of ethno-political violence on aggression remained significant even when age, gender, location, parent SES, and some relevant attitudes of the children were controlled. However, for girls exposure to community and family violence seemed to be more important than exposure to ethno-political violence in predicting aggression.

* *"This research has been supported by grants from the Eunice Kennedy Shriver National Institute of Child Health and Human Development and the Fogarty Center of the National Institute of Health to Rowell Huesmann."*

** *Correspondence should be addressed to L. Rowell Huesmann, Institute for Social Research, The University of Michigan, 426 Thompson Street, Ann Arbor, MI, 48104, e-mail: Huesmann@umich.edu.*

2. The Effects of Exposure to Political Conflict and Violence on Aggressive Behavior: The case of Arab & Jewish Children in Israel*

*Simha F. Landau***, Hebrew University of Jerusalem

Shira Dvir Gvirsman, Hebrew University of Jerusalem

Eric F. Dubow,

Bowling Green State University and the University of Michigan

L. Rowell Huesmann, University of Michigan

Paul Boxer, Rutgers University

Jeremy Ginges, New School for Social Research

Khalil Shikaki, Palestinian Center for Policy and Survey Research

This study evaluates the cumulative impact on Israeli children's aggression of exposure to violence in four social ecological settings: family, school, neighborhood and political conflicts. The effects of exposure to violence in these settings were analyzed separately for the two major ethnic communities in Israel: Jewish and Arab. We examine data collected using face-to-face interviews with children and parents, from the two samples, each of 450 dyads with three age cohorts of children – 8 year olds, 11 year olds, and 14 year olds in 2007. We test the effect of exposure to each type of violence on aggressive behavior while controlling for a variety of personal and demographic covariates. Though both Israeli Arab and Jewish children report considerable exposure to various types of political violence, Jewish children were significantly more exposed to political violence (all types). On the other hand, Arab children were exposed to more community and family conflict and violence. In both ethnic groups, exposure to political violence and to violence in the other ecological contexts had a greater effect on children's aggression than did their demographic characteristics. Gender was the only significant demographic variable in both groups, and parents' income affected (negatively) only Jewish children's aggression. The study highlights the detrimental impact of exposure to political conflict and violence on both Arab and Jewish Israeli children's aggression.

* *"This research has been supported by grants from the Eunice Kennedy Shriver National Institute of Child Health and Human Development and the Fogarty Center of the National Institute of Health to Rowell Huesmann."*

** *Correspondence should be addressed to Simha F. Landau, Institute of Criminology, Hebrew University of Jerusalem, Mt. Scopus, Jerusalem 91905 Israel, msfredy@mscc.huji.ac.il*

3. Conflict and Violence in Homogeneous and Mixed Tribal Bedouin Schools in Israel

Aref Abu-Rabia, Ben Gurion University of the Gurion

The process of sedentarization of the Bedouin in new towns planned by Israeli government policy, mixed youth from different families and tribes in the same schools, bringing existing conflicts and disputes among their tribes and extended families into the schoolyard. This paper focuses on the effects of the transition from a traditional society to a modern one on Bedouin adolescents in terms of school behavior, measured by conflict and violence and school dropout levels. The factors contributing to dropping out of school will be discussed, including the role of parents, teachers and principals, and the differences between boys and girls, and between youth from different socioeconomic strata.

4. Childhood socialization in the Middle East

Marie D. Natoli, Emmanuel College, Boston

Childhood socialization is the key to adult values, norms, mores and behavior. This paper will explore the messages Arab and Israeli children receive through the various agents of socialization and what these messages may mean for the future of peace in the region.

5. The Effects of Exposure to Political Conflict and Violence on Aggressive Behavior: Ethnic Communalities and Differences and Theoretical Implications

Simha F. Landau, Hebrew University of Jerusalem

L. Rowell Huesmann, University of Michigan

The two empirical studies reported in this symposium show strong correlations between exposure to ethno-political violence and aggression in three samples of children in high risk areas: Israeli Jewish children, Israeli Arab children, and Palestinian children. Although it is difficult to make causal conclusions until our additional longitudinal data are analyzed, the commonalities and differences in the results for the three groups have certain theoretical implications which are discussed in this presentation. In particular, the results are considered both in the light of social cognitive theory about the development of aggression and criminological theory about the contagion of violence.

2nd Symposium on

JUSTIFICATION OF AGGRESSION

Chair: *J. Martin Ramirez*, Universidad Complutense, Madrid

1. Justification of different aggression acts in different situations in university students from Spain and Hong Kong

J. Martin Ramirez, Universidad Complutense, Madrid

Annis Fung Lai-Chu, City University of Hong-Kong

Lucia Halty, Universidad P. Comillas, Madrid

Hypothesis:

Research on moral approval of aggressive acts conducted in several countries with quite different cultural backgrounds has been done by us along more than a quarter of a century. According to previous data in other cultures, it was hypothesized that in both populations more drastic forms of aggression (e.g., killing, torture) were going to be less accepted than non-dangerous forms of such behavior (e.g., hindering, being ironic), and that socially justified aggressive situations (in terms of protection of self or other) were clearly more accepted than ones with no such justification (problems of communication). However, there were also expected some differences among the Chinese and the Spanish cultures. Some differences were also expected between both sexes.

Method:

An adapted version of the Lagerspetz and Westman questionnaire, known as CAMA (*Cuestionario sobre Actitudes Morales sobre Agresión*) was administered to 448 university students from Hong Kong (N=173) and Spain (N=275): 174 males and 274 females. Respondents had to indicate whether they justified or less several aggressive acts of different quality and intensity in the context of different social justifications.

Respondents had to indicate whether they justified or less several aggressive acts of different quality and intensity in the context of different social justifications.

Results:

As hypothesized, in both populations the more drastic forms of aggression (killing 0'49, torturing 0'68, and hitting 1'64) were less accepted than non-dangerous forms, such as being Ironic (4'45), hindering (4'14), shouting (4'04) or getting furious (2'96) with threatening between both tendencies (2'59). However, Spaniards justified significantly higher than Hong Kong students Being Ironic, hindering, shouting, and getting furious, whereas, on the country their scores were significantly lower for the more drastic forms (killing, torturing, and hitting)

Socially justified aggressive situations (4'63-4'14) were clearly more accepted in both populations than ones with no such justification, with a minimum for lack of communication (2'42). The level of justification was significantly higher in the Spanish sample than in the Asian population for protection and interestingly when angry (3'5 vs. 2'9).

Sex differences: in the total sample men justified higher than women the more drastic forms of aggression as well as the protection of one's property, whereas women justified higher those acts and situations related to emotion, such as getting furious, shouting, and being Ironic. The Hong Kong sample, however, seemed more uniform, showing sex differences only for hitting and killing, as well as in punishment situations: men justified them higher than by women.

Conclusions:

patterns of moral approval of various kinds of aggressive acts are only to some extent common to most cultures, while there are some culturally and sexual bound differences in these attitudes. Some possible explanations will be suggested. This shows a convergence with the cognitive developmental universality claims found by Kohlberg for common moral values, basic moral judgment stage development, and related social perspective-taking across cultural groups

References:

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Ramírez, J. M. (2007). Justification of Aggression in several Asian and European Countries with different Religious and Cultural Background. *International Journal of Behavioral Development*, 31(1), Serial No. 51:9-15

2. Socio-Moral Approval of Interpersonal Violent Behaviours among Polish Adolescents (Some Sociodemographic and Situational Concomitants)

Adam Fraczek,

The Maria Grzegorzewska Pedagogical Academy

Monika Dominiak,

The Maria Grzegorzewska Pedagogical Academy

Marta Rutkowska,

The Maria Grzegorzewska Pedagogical Academy

Helena Grzegolowska-Klarkowska,

The Maria Grzegorzewska Pedagogical Academy

This study investigated youth's attitudes toward interpersonal aggression in social life. Social-moral approval of seven forms of aggressive behaviour

(e.g., using threats, killing a perpetrator) in six different situations (e.g., in self-defence or when angered) was measured with the Socio-Moral Approval of Interpersonal Aggression Inventory (IAS-PAI; Fr_czek, Dominiak & Rutkowska 2009). The data were analysed for pupils attending various types of schools: senior secondary schools (N=76 – 45 girls and 31 boys); - technical schools (N=166 – 62 girls and 104 boys); vocational schools (N=74 – 29 girls and 45 boys); a secondary school for socially maladjusted youth (N=39 – 3 girls and 36 boys). The mean age of the respondents was 17.9. The following findings emerged: - extreme forms of aggression such as torturing, hitting and killing a perpetrator were more accepted by boys than girls; - boys attending senior secondary schools had higher levels of approval for killing a perpetrator than boys or girls from other types of schools; - socially maladjusted boys had the lowest level of approval for such forms of aggressive behaviour as restraining a perpetrator. Sex and type of education affect the level of youth's socio-moral approval of interpersonal aggression to a certain extent.

3. Justification of Offensive and Pro-social Aggression.. The Study of Emotional and Cognitive Predictors in Three Nations (Poland, the Czech Republic, and the USA

Lucyna A. Kirwil, Warsaw School of Social Sciences and Humanities

According to social cognitive theory of aggression it was hypothesized that low negative emotional responding and general approval of aggression would predict justification of offensive violence whereas approval of retaliation would predict justification of aggression for pro-social reasons. 600 young adult males (285 Poland, 115 the Czech Republic, 200 the US) evaluated level of their negative emotions while they were observing acts of offensive and pro-social aggression in the selected film scenes. Then they estimated an extent to which they justified each violent act. Their normative beliefs about retaliatory aggression and general approval of aggression were measured with NOBAGGs questionnaire (Huesmann & Guerra, 1997). Normative beliefs generally approving of aggression and low emotional responding to violence predicted justification of offensive violence. Only normative beliefs approving retaliatory aggression predicted pro-social aggression. Models of predictors did not vary for the nations. Discussion underlies differences in social-cognitive mechanisms regulating approval of violence undertaken for pro-social and anti-social reasons.

3rd Symposium on

READINESS FOR INTERPERSONAL AGGRESSION

Chair: *Adam Fraczek,*

The Maria Grzegorzewska Pedagogical Academy, Warsaw

1. Patterns of Readiness for Interpersonal Aggression among Young Adults (Cross-National Comparative Study)

Adam Fraczek,

The Maria Grzegorzewska Pedagogical Academy, Warsaw

J. Martin Ramirez Universidad Complutense, Madrid

Annis Fung Lai-Chu, City University of Hong-Kong

(and several collaborators in each country were involved in the collection and analysis of the data – the full list of the names is included in the final paper)

Readiness for aggression is defined as a set of psychological processes and structures that regulate (underlie) aggressive manifestations. It is reasonable to identify three main classes of such mechanisms: - emotional-impulsive readiness (E-IR); - behavioural-cognitive readiness (B-CR); - personality-imminent readiness (P-IR) (Fraczek, 2008). Readiness for aggression was diagnosed by a psychometrically verified inventory, the Readiness for Interpersonal Aggression Inventory (RIAI; Fraczek, Konopka & Smulczyk 2008). This presentation is based on the data for: - 154 respondents from Poland (78 females and 76 males), mean age 20.00; - 184 respondents from Spain (98 females and 86 males, mean age 20.5; - 120 respondents from Hong-Kong (60 females and 60 males), mean age 21.0. The analyses yielded the following findings: - in samples three countries the level of B-CG is the same in females and males and is systematically higher in males than in females; - E-IR and P-IR have different parameters in samples from the different countries (for details see the presentation). Presumably sex-related roles and cultural factors affect self-reported E-IR and P-IR via different socialisation experiences. No such effect was found for B-CR.

2. Readiness for Interpersonal Aggression in Adolescence (Polish – Spanish Comparative Study)

Adam Fraczek,

The Maria Grzegorzewska Pedagogical Academy, Warsaw

Marta Rutkowska,

The Maria Grzegorzewska Pedagogical Academy, Warsaw

Karolina Konopka,

The Maria Grzegorzewska Pedagogical Academy, Warsaw

Luis Millana, Universidad Complutense, Madrid

J. Martin Ramirez, Universidad Complutense, Madrid

(and several other collaborators in both countries were involved in the collection and analysis of the data)

The main purposes of the studies were: -to verify the psychometric parameters of used inventory using Polish and Spanish samples; -to check if and how patterns of readiness for aggression in samples of Polish and Spanish adolescents are similar or different. Conceptually, there were identified three main classes of readiness for aggression: - emotional-impulsive readiness (E-IR); - behavioural-cognitive readiness (B-CR); - personality-immanent readiness (P-IR) (Fraczek, 2008). To diagnose it, the Readiness for Interpersonal Aggression Inventory (RIAI; Fraczek, Konopka & Smulczyk 2008) was applied. This presentation is based on the data from : - 157 respondents from Poland (58 females and 99 males), mean age 17.70; - 160 respondents from Spain (71 females, 89 males) mean age 15.44. The analyses yielded the following findings: -the Polish subsample was older than the Spanish (17.70 vs. 15.44 mean age) - the Cronbach's Alpha for 3 samples of RIAI in each subsamples were quite satisfied (from 0.667 to 0.825) and all subscales correlated positively; -the Polish girls manifested significantly higher indicator of P-IR than the Spanish girls and Polish boys manifested significantly higher level of B-CR and P-IR than boys from the Spain ; - in both subsamples girls manifested higher level of E-IR than boys but it was reverse concerning B-CR and P-IR (not all differences statistically significant). It seems that both sex-related roles and nationality are to some extent related to manifested level of differences in a level of measured forms of readiness for interpersonal aggression.

3. Readiness for Interpersonal Aggression: similarities and differences between university students from different cultures living in Spain.

*Natalia Fares**,

*Irene G. Reyes**,

*Lucia Halty***,

*J. Martin Ramirez**,

* Psychobiology department and Institute for Biofunctional Studies,
Universidad Complutense, Madrid

** Psychology Department, Universidad P. Comillas, Madrid

Readiness for aggression is defined by psychological processes and structures related to aggressive manifestations. Thus, Fr_czek (2008) identified three classes of readiness for aggression: emotional-impulsive readiness (E-IR), behavioural-cognitive readiness (B-CR) and personality-immanent readiness (P-IR). In the basis of this thought, the main purpose of this study is to check the similarities and differences in the patterns of readiness for aggression in samples of university students from different cultures (Europe, Middle East, South, North and Central America, Asia and Africa) living in Spain. Also, another objective of this study is to analyze the differences and similarities of manifestations of readiness for aggression between sexes and different studies. Accordingly, the psychometric instrument used was Readiness for Interpersonal Aggression Inventory (RIAI: Fr_czek, Konopka & Smulczyk, 2008).

Subjects: 59, 5% of the subjects were females, and 40, 5 % were males. Their age was between 25 and 35 years old, with a mean of 29 years of age. As regard the birthplace, 34,6% of subjects were born in Europe, 18,3% in South America, 13,1% in North America, 11,1% in Central America, 9,8% in Asia, 8,5% in Middle East, and 4,6% in Africa. On the other hand, 47,1% of subjects were enrolled in Humans and Social Sciences, 17% in Technology and Industry, 15,7% in Health Science, 5,9% in Information Science and a 5,9% in Economy studies.

The results showed significant sex differences: women scored higher than men in the Emotional-Impulsive subscale: ($t=2,05$, $p<0,05$) and men had higher scores in the Behavioral-Cognitive subscale ($t=2,76$, $p<0,05$). This research didn't show differences related to birth place: the patterns for readiness for aggression were similar between different cultures. In addition, no differences were scored according to the kind of the universities studies of the participants.

4th Symposium on

PERSPECTIVES ON INTERRACIAL VIOLENCE AND CONFLICT RESOLUTION IN THE UNITED STATES

Diversity Training Institute for Public Safety

Stephen N Thom, DTIPS Conflict Management Consultant

Prany Sananikone, DTIPS Diversity Consultant

Alvin Brown, DTIPS Law Enforcement Consultant

Patricia Lenahan, DTIPS Medical Consultant

Ethnic and racial violence in the United States has a long history from the early days of colonial expansion with conflicts against indigenous Native Americans to the African slavery in mainly southern states of the United States, and most recently racial animus against Middle Eastern cultures following 9/11. Racial conflict in the United States has become more widespread and complex throughout the U.S. The Diversity Training Institute for Public Safety (DTIPS) presenters have very divergent views and experiences from their professional careers in race relations. Each presenter will share actual case studies from their several years in the fields of law enforcement, equal employment and opportunity programs, federal mediation and medicine.

They will begin with an examination of the historical and sociological patterns of racism in the United States as a mainly Black and White paradigm and move to discussions on how racism has become increasingly diverse to include Asians, Southeast Asians, Latinos, Pacific Islanders, and more recently Middle Eastern immigrants. While reviewing the historical context, presenters will cover in depth major incidents such as from *Brown vs. Topeka County Board of Education*, Rosa Parks Bus Boycott, the march from Montgomery to Selma, and the 1965 Watts and 1992 Los Angeles Riots, that prompted change to the landscape of race relations.

In addition each presenter will give their perspective from behind the scenes of interracial/ethnic violence case studies in the form of shootings, riots and demonstrations in public schools, work place, universities, and other institutions of public accommodation. These case studies will include the background and attitudes that fostered such conflicts, the causal factors, perspectives of perpetrators and victims, and other stakeholders from administrators, teachers, community, news media, and police depending on the type of violence.

The case studies will also include a description of the intervening actions and the outcomes both positive and negative that actually occurred.

Last the presenters will share some the more successful strategies for addressing interracial and intercultural conflicts including some interactive exercises with conference attendees which they may use in their own communities if deemed appropriate to their situations and cultural circumstance.

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ORAL SESSIONS

1. Ethnic, social, legal, economic and political determinants of societal aggression in the EU Central European member states

Borisz Szegál, College of Dunaújváros, Dunaújváros

Political, economic, and social transition from limited sovereignty, state-controlled economy and single-party political structure to independence, market economy and multipartisan democracy has been accompanied by dramatic – and surprising - increase in crime, violence, and various forms of societal aggression. Ethnic facets of aggression are especially visible. While there are some Romanian-Hungarian and Slovakian-Hungarian tensions in Romania and Slovakia respectively, Roma minorities in all three states as well as in Czech Republic and Bulgaria are widely believed to be largely responsible for crime and violence. Statistical data seem to support this assumption: while Roma constitute only 7 per cent of Hungarian population, more than half of inmates in detention institutions are Roma. While there were many attempts to manage intercultural conflicts by reinforcing minority rights, maintaining affirmative action-like programs in education, employment, and housing, there are no positive results. Multidisciplinary analysis of the determinants of societal aggression might serve as a ground for alternative solutions of intercultural challenges.

2. Conflicts between local Japanese citizens and the US military in Japan

Kiyoshi Nakachi, Meio University, Okinawa

How to eliminate conflicts between local citizens and the military in Okinawa? Is it possible to eliminate conflicts between local citizens and the military. We understand that military bases contribute to the security of nations. The Japanese government has welcomed US military bases in Japan, and particularly in Okinawa to secure peace in Japan. However, Okinawans sometimes encounter conflicts with US military personnel. The paper studies why the military itself is the seed of violence for local citizenry while at the same time fulfilling the mission to maintain international peace.

3. Youth's attitudes toward racism: a socio-cultural perspective

Camilla Pagan, National Research Council, Rome

Francesco Robustelli, National Research Council, Rome

In this paper we analyze the attitudes toward racism of native-born and immigrant pre-adolescents and adolescents attending school in Italy. In this analysis the motivations of these attitudes and their consequent behaviors are also considered. Great emphasis is placed on the role of culture in affecting these attitudes. We adopt a broad definition of culture, which includes not only the traditional concepts encompassed by this term, such as beliefs, values, norms, and habits of a specific society or group, but also socio-economic factors, which can strongly influence psychological processes. Different perspectives in youth's attitudes toward racism are especially related to their belonging either to the "dominant" or "non-dominant" group, but other factors, such as ethnicity, personality, personal experiences, age, and gender are also relevant. Data are drawn from a study we conducted on pre-adolescent and adolescent pupils with the use of anonymous open-ended essays. Results are also discussed with reference to the competitive life pattern prevailing in our society.

4. Exploration of toddler's conflict behavior to identify vulnerable developmental periods for children with Language Impairment

Laura Horowitz, Karolinska Institutet, Stockholm

Thomas Ljungberg, Karolinska Institutet, Stockholm.

Children with Language Impairment (LI) avoid peer conflict management and become increasingly socially isolated. Conflict behaviour is examined in 1-3 year old boys and compared to 4-7 year old boys with and without LI to identify how children may deviate developmentally. The management strategy reconciliation (exchanging friendly behaviour shortly after conflict termination) occurred after 31.9% (SE±3.4%) of conflicts in the youngest group, 47.3% (SE±4.5%) in the LI group and in 63.6% (SE±2.0%) in the older boys without LI. The younger boys particularly had social interaction before conflict outbreaks to a lesser degree, and mainly more concrete conflict causes, as conflicts over objects. Behavioural patterns were nonetheless similar between the younger boys and the boys with LI. The boys with LI developed social competence, reflected in age-appropriate abstract causes to conflict, but opportunities maybe were missed for training management after more tangible disagreements, restricting development of referential bases for socio-emotional communication.

5. Thomas Hobbes and the Containment of Aggression

Lorenzo Gabutti, RAI Italian Radio and Television, Rome

According to Hobbes, in the state of nature each person has a natural right to every other person's being and body. This means that aggression is rife, and no-one can be secure in their being, let alone their possessions.

Hobbes's primary concern is to ensure the enjoyment of the former, i.e. personal survival, at any cost. That is why natural law enjoins to seek the peace, in order to exit this feral state: but, as opposed to Locke, Hobbes, in his deep pessimism, is not primarily concerned with ensuring the enjoyment of personal property.

There are two main problems which derive from Hobbes's view concerning the containment of aggression. The first is normative: in order to ensure survival, Hobbes is prepared to countenance that a subject may exercise violence on another subject if authority requires him to. Besides being morally objectionable, it is hard to see how this view may lead to Hobbes's main aim, the prevention of civil war – unless, of course, one has the good fortune of being ruled by an enlightened sovereign.

The second is psychological: it is that, paradoxically for a pessimist, Hobbes places an inordinate amount of trust in the power to attain compliance on the part of the signatories of the compact. He does not put in place a mechanism to persuade people to comply, other than Leviathan, the overarching power of the State. And yet, when the power of the State is found to be wanting, he has no means, given his philosophical egoism, of justifying respect of the law, other than an irrational belief that one is bound by the promise of obedience. Ultimately, he cannot explain this obligation from a moral point of view, precisely because he has excluded to start with, that human beings may act from motivations of her than self-interest.

7. A Review of Theories of Conflict

José G. Vargas-Hernández, Universidad de Guadalajara

This paper is aimed to review the theories of conflict. It begins with the most common definitions to review the causes of conflict and to categorize a typology. From these starting points, this paper reviews the methodology of the most important theoretical approaches of conflict. Conflict theory attempts to explain societal and individual violence. Social anthropology links macro-level theories of conflict and behavioral theories at individual level of conflict for a meaningful discussion of violence and conflict. There is a lack of cohesion or consensus among conflict theories. Classical and behavioral theories of conflict converge on analytical levels in a more holistic approach.

8. Conflict cannot be resolved on the level it was created

Tina Lindhard, private therapist, Madrid

"Conflict cannot be resolved on the level it was created" - What do we mean by this? And what are its implications for conflict resolution, especially between people of different cultures.

In this paper, conflict is seen as a natural and normal occurrence - whether between individuals or between different cultural groups. Conflict situations are also seen here as opportunities - opportunities to change and expand one's perspective. Hence the title "Conflict cannot be resolved on the level it was created". When we hold onto 'old' ideas not admitting that the other might also have a valid point of view, we intend to want to resolve the conflict through the use of force often masked in some sort of moral rightness that we are doing it for their own good. Once we expand our perspective to include the views of the other, an automatic interior change of level is required - there is expansion. Obviously the more we are prepared to understand and respect people of different cultures the more likely that we are likely to seek peaceful solutions to conflict situations. It is also argued here that this process is interior in that occurs in the individual.

9. Neurocognitive foundations of compassion inserted in a cultural approach to reduce aggressive behaviour

Roberto Emmanuele Mercadillo,
Universidad Nacional Autónoma de México

Compassion refers to a prototypical moral emotion elicited for the perception of other's suffering which motivate helping behaviors. Cognitive processes and behavioral manifestations of compassion are related with evolved features required to establish reciprocal mechanisms in human societies. Here are presented results of behavioral and neuroimaging research of compassion in civilian and police Mexican samples. Behavioral suggest that compassion is mainly elicited by the perception of pain and sadness expressions in all cases. Nevertheless, some elicitors are dependent of cultural concepts learned during ontogenetic development in specific cultural groups. The experience of compassions is positive correlated with empathy and moral judgments direct to maintain the social welfare and negative correlated with aggressive manifestations. The neurobiological approach shows gender differences that relate compassion with maternal features evolved in humans but also with cultural-gender differentiation in social roles. It is proposed that compassion implies cognitive features that could be socially learned and directed to reduce violent behaviors.

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POSTERS SESSION

1. Patterns of Readiness for Interpersonal Aggression vs. Eysenck's PEN

Marek Smulczyk,

The Maria Grzegorzewska Pedagogical Academy, Warsaw

Adam Fraczek,

The Maria Grzegorzewska Pedagogical Academy, Warsaw

Helena Grzegolowska-Klarkowska,

The Maria Grzegorzewska Pedagogical Academy, Warsaw

This study investigated the relationship between patterns of readiness for interpersonal aggression, measured with the Readiness for Interpersonal Aggression Inventory (RIAI; Fraczek, Konopka & Smulczyk, 2008), and the dimensions of personality proposed by Hans Eysenck in his PEN theory, measured with the EPQ-R (Eysenck, 1990). The study was run on 159 students of marketing and psychology (112 females and 47 males), mean age 25.2. The following patterns emerged:

a) in the male group positive correlations were found between Behavioural-Cognitive Readiness (B-CR) and Psychoticism ($r=.48$, $p<.01$), Personality-Immanent Readiness (P-IR) and Psychoticism ($r=.50$, $p<.01$), and Emotional-Impulsive Readiness (E-IR) and Neuroticism ($r=.48$, $p<.01$);

b) in the female group positive correlations were found between Emotional-Impulsive Readiness (E-IR) and Psychoticism ($r=.19$, $p<.01$), Emotional-Impulsive Readiness (E-IR) and Neuroticism ($r=.26$, $p<.01$), and Personality-Immanent Readiness (P-IR) and Psychoticism ($r=.29$, $p<.01$).

c) In both the female group and the male group Emotional-Impulsive Readiness (E-IR) and Personality-Immanent Readiness (P-IR) correlated negatively with the Lie scale (L). None of the forms of readiness for interpersonal aggression correlated with Extraversion, neither in females nor in males.

The patterns of results which emerged in this study should further our understanding of the psychological structure of readiness for interpersonal aggression.

2. Readiness for Interpersonal Aggression vs. Buss-Perry Diagnosis of Aspects of Aggression

Karolina Konopka,

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Lucyna Kirwil, The Warsaw School of Social Sciences and Humanities

This study investigated the relationship between the intensity of the different forms of readiness for interpersonal aggression (Emotional-Impulsive – E-IR, Behavioural-Cognitive – B-CR and Personality-Immanent – P-IR; Fraczek 2008) and the intensity of anger, hostility, physical aggression and verbal aggression. The Readiness for Interpersonal Aggression Inventory (RIAI – Fraczek, Konopka & Smulczyk 2008) and the Buss-Perry Aggression Questionnaire (BPAQ – Polish adaptation by Kirwil 2007) were used to measure the variables. The data of 145 participants (99 women and 47 men), mean age 19.6, are presented. The analysis revealed the following patterns: - in the female group, all forms of readiness for aggression correlated positively and significantly with anger, hostility, physical aggression and verbal aggression; - in the male group E-IR correlated positively and significantly with anger, physical aggression and verbal aggression, B-CR correlated positively and significantly with physical aggression and verbal aggression and P-IR correlated positively and significantly with verbal aggression. The scope and nature of these correlations should further the understanding of the phenomena measured by the RIAI and the BPAQ and should help, indirectly, to gain deeper insight into the intra-psychic regulation of aggressive behaviour.

3. Readiness for Interpersonal Aggression vs. Reactive and Proactive

Lucía Halty, Universidad Pontificia Comillas de Madrid

Luis Millana, Universidad Complutense de Madrid

J. Martín Ramírez, Universidad Complutense de Madrid

This study investigated the relationship between patterns of readiness for interpersonal aggression, measured with the Readiness for Interpersonal Aggression Inventory (RIAI; Fraczek, Konopka & Smulczyk, 2008), and different types of aggression measured with the RPQ (Raine, Dodge, Loeber et al., 2006). The study was run on 403 students, 59.2% of these were women and 40.6% were men, aged between 14 and 56. The following patterns emerged: All subscales of the RIAI were significantly and positively correlated with the RPQ. The subscale Emotional-Impulsive Readiness (RIAI-E-IR) had more relationship with the RPQ-Reactive Aggression ($r=0.63$, $p<0.001$). The subscale Personality-Immanent Readiness (RIAI-P-IR) had more relationship with the RPQ-Proactive Aggression ($r=0.63$, $p<0.001$). The subscale Cognitive-Behavioral Readiness (RIAI-C-BR) showed a tendency to correlate more with the RPQ Proactive Aggression ($r=0.52$, $p<0.001$) than with the RPQ Reactive Aggression ($r=0.45$, $p<0.001$). These results may indicate that indeed there is another kind of aggression that would be presented in the subscale Cognitive-Behavioral Readiness (RIAI-C-BR).

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4. Justification of different aggression acts in different situations in Spanish young and adolescents

Luis Millana, Universidad Complutense de Madrid

Lucía Halty, Universidad Pontificia Comillas de Madrid

J. Martín Ramírez, Universidad Complutense de Madrid

The degree of justification of different aggressive acts in different social situations was analyzed in 403 university (18-25 years of age) and high school (14-18 years of age) Madrid students (40.6% males and 59.2% females), applying a self-report questionnaire known as CAMA (*Cuestionario sobre actitudes morales sobre agresión*). Results showed no sex differences in those situations and acts related to emotions. Although both sexes justified more than aggressive acts in socially accepted circumstances, this tendency was higher in females. There was also found a few age differences. University students of both sexes showed a significantly higher justification of aggression for protecting others than high school ones did. In females, this tendency was also observed for protecting our property: young girls justified it in a higher degree than adolescent ones.

5. Cultural and sex differences in aggression: comparison between university students from different countries living in Spain, using CAMA and RPQ questionnaires.

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The present study investigated different types of aggression acts, their justification in several situations, and the readiness for aggression of people from different cultures living in Spain. The following psychometric instruments were used: the Moral Attitudes of Aggression Questionnaire CAMA (Ramirez, 1986), the Reactive-Proactive Aggression Questionnaire RPQ (Raine, Dodge, Loeber et al., 2006) and RIAI-AF experimental-Spanish and Polish version (Fraczek, Konopka, Smulczyk, 2008).

153 students participated in the investigation. 59,5% of the subjects were females, and 40, 5 % males. Their age was between 25 and 35 years old, with a mean of 29 years of age. 34,6 of subjects were born in Europe, 18,3% in South America, 13,1% in North America, 11,1% in Central America, 9,8% in Asia, 8,5% in Middle East and 4,6% in Africa. On the other hand, 47,1% of subjects were enrolled in Humans and Social Sciences, 17% in Technology and Industry, 15,7% in Health Sciences, 5,9% in Information Sciences and 5,9% in Economy studies.

Results showed that men scored higher than women in Proactive Aggression Subscale ($t=2,05, p<0,05$), Behavioural Cognitive Readiness Subscale ($t=2,76, p<0,05$) and in the situation "preserve our reputation", as well as in acts "torture" ($T=1,98, p=0,05$), and "killing another person" ($T=3,27, p<0,05$); whereas, women had higher scores for Emotional-Impulsive Subscale. In regard to birthplace, the most important differences were showed in CAMA questionnaire: Europeans scored higher than Central Americans "when communication breaks down" ($F=3,52, p<0,05$), "when angry" ($F=3,04, p<0,05$), and in "shouting angrily" ($F=3,24, p<0,05$); Asians and Europeans had higher scores than Central Americans for "protect one's property" ($F=4,37, p<0,01$). This study did not show any significant differences related to readiness for aggression according to their birth place: the patterns were similar in people of different cultures. In addition, no differences between the kind of universities studies of the participants were found.

6. Model Program approaches to Youth Violence: Ethnic, Cultural and Regional Considerations for Program Implementation and Evaluation

Jason Dela Cruz, Association of Schools of Public Health, Atlanta

The concept of youth violence as a preventable public health issue in recent decades has led to increased interest in violence prevention efforts and the development of effective prevention interventions for youths and young adults. Widespread program translation and dissemination, especially in areas of growing diversity and multiculturalism, may challenge program efficacy as local implementation may require additional adaptations and interfere with program fidelity. The Blueprints for Violence Prevention project based at the University of Colorado at Boulder represents one attempt in the United States to identify model programs of youth violence prevention. Researchers there have reviewed over 800 youth violence prevention programs using criteria based on strength of research designs, sustained effects, and multiple site replications. Eleven programs have been designated as “model programs” for youth violence prevention following extensive review. However, it is unclear whether these programs are equally applicable to different cultures/settings or if they have been evaluated in diverse samples. Because the need exists to implement violence prevention programming with youths from many different ethnicities and cultures or that live in dissimilar environments, there is concern that program adaptation for individual audiences may be a complex issue. Increases in immigration, widespread multicultural societies, and general global diaspora warrant these considerations in the implementation and evaluation of violence prevention programming. In an attempt to examine the diversity of populations with which the 11 Blueprints model programs have been implemented and evaluated, I reviewed the available literature related to these programs, cataloging characteristics of the study population and related results. The presentation will include the results of this review, relevant observations, and pose future questions for dissemination, translation, and implementation research.

7. Growing Aggression triggers insecurity among kids

Ashima Soni, Panjab University, Chandigarh

“I wake up in the middle of the night dreading about what had happened to Arushi and that it could have happened to me also. I get nightmares of eyes peeping from behind the gate and following me wherever I go.” says 12th standard student, Divya. *A father killing her daughter ..this thought is making me insecure. I don’t want to go outside without my mom.,*” admits Surbhi. It is difficult to trust Anyone. With headlines in newspapers narrating violent crimes everyday and news channel breaking news of rapes, murders and killings by minutes, Divya and surbhi are perhaps not the only ones feeling insecure. The school environment, as an academic setting, is supposed to be a safe and harmonious place where teaching and learning should take place. It is an important social context for adolescents to develop their social skills, build up their relationships, develop healthy relations among themselves and with relevant others irrespective of social class, sex, creed, ethnic background and age (National Association of School Psychologists, 2005; Owusu-Banahene, 2007). Unfortunately, this may often not be the case. The negative impact of violence and aggression in schools does not only make our school environment a vulnerable place for the students and other staff to discharge their duties peacefully, but also affects the quality of education that is given to the learners (Werterin, 2003).

SIGNIFICANCE OF THE STUDY Aggression has many psychological effects and social costs on both the perpetrator and victim. For instance the aggressor may be isolated due to peer rejection, have no long – term friends, and be expelled from school. Aggression can disrupt the school’s educational processes and disturb group and intergroup relationships in the school community. Because of its many adverse impacts, aggression should be prevented or minimized in all school contexts. Physical and relational Aggression can be reduced by addressing the personal, family and school factors that may emerge as significant risk factors in the present study. The present study would thus significantly contribute towards quantitative understanding the role of various risk factors in aggression .This information could be utilized for framing preventive programs involving students, parents and teachers in reducing and combating this problematic behaviour.

8. Aggressiveness of Sportsmen at Competitions and Trainings. Its Biological Basis

Sig. Zurabashvili, Tbilisi State Medical University

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Aggression is connected with a change in the behavior of personality that appears as the goal-directed action for which the subject strives. The aim of the study is to investigation of the formed elements of the blood of sportsmen before and after trainings/competitions. The blood was taken as a dynamical index of changes in the organism. The formed elements of the blood were investigated by the method of light and electronic microscopy. As a clinical material 40 cases were examined (sportsmen before and after training carried out every day during three months).

Investigations showed that alpha-granules, especially after training, were ejected out of thrombocyte bodies into blood plasma. Ejection of the dense granules was single. The granules put into the blood plasma were destroyed. As for neutrophils and lymphocytes, especially after training, an area of euchromatin increased, mitochondries were swollen, granular endoplasmatic reticulum prevailed, no agglutinated ribosomes were presented, and a number of lysosomes was small.

Exocytosis of alpha granules from thrombocyte bodies led to the increase of serotonin in the blood plasma. As known, serotonin plays an important role in the activation of the CNS and the growth of its coordination abilities. Ejection of the dense granules is connected with the release of adrenaline, which, according to Russian scientist I.M.Sechenov, is of importance for “emotional excitement” (aggression). While holding the sport games each sportsman must combine two factors: sporting malice compared with the ejection of adrenalin, and coordination action in games compared with ejection of serotonin.

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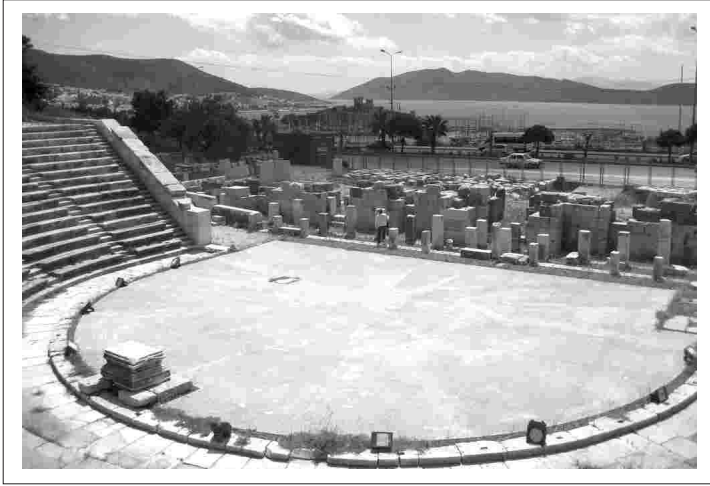
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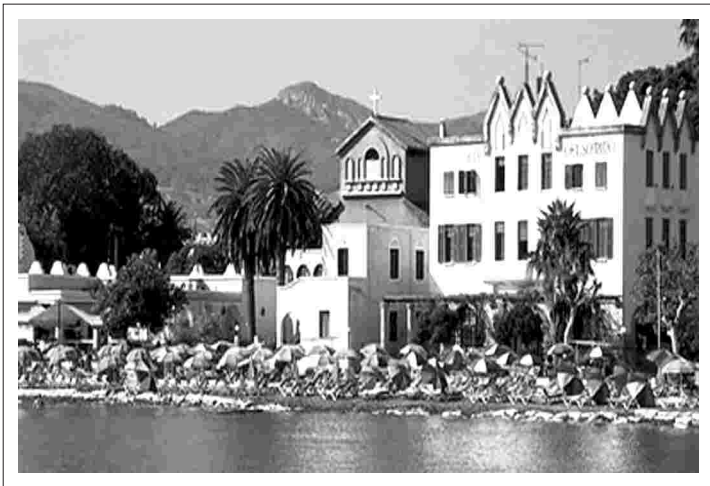
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Bodrum



Kos

INFORMATION ABOUT BODRUM AND KOS

BODRUM, TURKEY

Today Bodrum is considered the Saint Tropez of Turkey and is one of its most attractive tourist resorts. Once the ancient city Halicarnassus (the birthplace of Herodotus), Bodrum was the site of the Mausoleum of King Mausoleus, one of the seven wonders of the ancient world. Two millennia later the Knights of St. John built a magnificent Crusader Castle which today is the centerpiece of the modern town. After the fall of the castle during the reign of the Ottoman Turks Bodrum declined and a hundred years ago was a small isolated village, still important because it was the center of the sponge diving industry along the Turkish coast.

Rediscovered some twenty years ago Bodrum is now one of the most popular tourist destinations on the western coast of Turkey and is the center of gulet charters down the famous 'Mavi Yolculuk' (Blue Highway). In addition to being fully restored Crusader Castle the Bodrum Kale today is the world's premier museum of ancient shipwreck archaeology. The five shipwrecks on display include one of the ten most important archaeological finds of the past century, a Bronze Age shipwreck which sank 3,300 years ago and was discovered by Turkish sponge divers in 1984.

KOS, GREECE

Opposite Bodrum is the Greek island of Kos where Hippocrates was born in the 5th century BC. The impressive remains of the large medical center he established there have been partially restored.

NOTES



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