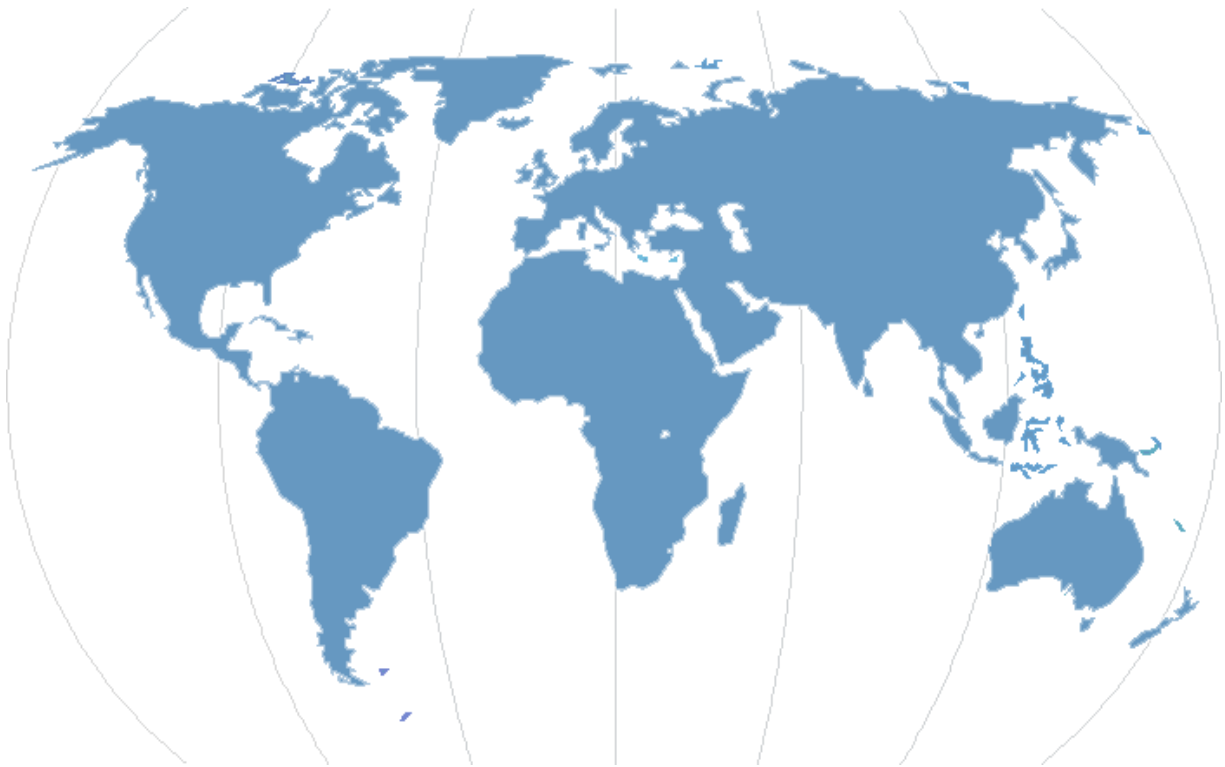




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Psychology in Latin America: Legacies and Contributions - Part 2

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The purpose of this series is to advance the dissemination of psychological knowledge generated in Latin America and the Caribbean in an effort to balance the predominant influence and presence of European psychology and, more recently, Asian psychology, in the USA. This is the second part of a three part series discussing the Interamerican Society of Psychology (www.sipsych.org), known as SIP (for the acronym of its name in Spanish, *Sociedad Interamericana de Psicología*) and featuring the Spanish or Portuguese speaking psychologists distinguished with the Interamerican Psychology Award. Every two years, SIP's board of directors, in consultation with nominations from SIP's membership, grants an award to an English or French speaking psychologist and another to a Spanish or Portuguese speaking psychologist¹ whose work has advanced psychology as a science and profession in the Americas.

In the first article of the series (Consoli & Morgan Consoli, 2012), we noted the accomplishments of the first six of the 19 awardees (1976 – Rogelio Díaz Guerrero, Mexico; 1979 – Arrigo Angelini, Brazil; 1981 – Jacobo Varela, Uruguay; 1983 – Rubén Ardila, Colombia; 1985 – Aroldo Rodrigues, Brazil; 1987 – Carlos Albizu Miranda, Puerto Rico, awarded posthumously). This second installment features the next six awardees, organized in chronological order (1987 – Emilio Ribes-Iñesta, Mexico; 1989 – Eduardo Rivera Medina, Puerto Rico; 1991 – Ignacio Martín Baró, El Salvador, awarded posthumously; 1993 – José Miguel Salazar, Venezuela; 1995 – Maritza Montero, Venezuela; 1997 – Rolando Díaz-Loving, Mexico).

Emilio Ribes-Iñesta (1944-) received the Interamerican Psychologist award in 1987. Though born in Spain, he soon became a Mexican citizen. He earned a master's degree at the University of Toronto in 1967 and a doctoral degree in

psychology at the *Universidad Nacional Autónoma de México* (UNAM) in 1994. Dr. Ribes-Iñesta, who has achieved the highest level as a researcher in Mexico (level III), has taught for over 40 years in Mexico's public universities: the *Universidad Veracruzana*, the *Universidad de Guadalajara* and the UNAM, the latter where he began his professorial career in the 1960s. In 1964, he transferred to the *Universidad Veracruzana*, where he helped to have psychology included in the Faculty of Sciences for the first time in Latin America. Together with colleagues, Dr. Ribes-Iñesta helped create the *licenciatura* of psychology at the *Universidad Veracruzana* in Xalapa in 1965, and doctoral programs in 1969 and 2000 at the same institution. In addition, he created doctoral programs in 1973 and 1980 at the UNAM and did likewise in 1974 at the *Universidad de Guadalajara*. Dr. Ribes-Iñesta founded the *Unidad de Investigación Interdisciplinaria en Ciencias de la Salud y Educación* (Interdisciplinary Research Unit in Health Sciences and Education) at the UNAM in 1981 and the *Centro de Estudios e Investigaciones en Comportamiento* (Center for Studies and Research in Comportment) at the *Universidad de Guadalajara* in 1991.

Dr. Ribes-Iñesta's research interests have focused on animal and human behavior, human learning, infant development, language acquisition, personality, thought and problem solving processes. He has written close to 300 articles and book chapters as well as over two dozen books on these topics, which have been disseminated widely within Mexico and internationally. His work, which underscores the importance of historical and philosophical analyses to discern psychological problems, is interdisciplinary and often includes the philosophy of science, the history of psychology and the philosophy of psychology. Within these areas, he has worked internationally to conceptualize new models for behavioral learning (e.g., Ribes-Iñesta, 2006a) and to formulate the role of language in human behavior (e.g., Ribes-Iñesta, 2006b). He has also played a significant role in making information about the development of psychology in Mexico known to the rest of the psychological world through updates published in the *American Psychologist* (1968, 1975) and other venues. Dr. Ribes-Iñesta has articulated sophisticated ways of conceptualizing causality, particularly in its relationship to contingency (e.g., Ribes-Iñesta, 1997), and has put forward important considerations regarding behavior theory (Ribes-Iñesta, 1998) as well as operant psychology (Ribes-Iñesta, 2003).

Among his many service accomplishments, Dr. Ribes-Iñesta organized the first *Congreso Mexicano de Psicología* (Mexican Congress of Psychology) in 1967 and, seeking to disseminate research both nationally and internationally, was a founder of the *Revista Mexicana de Análisis de la Conducta* (Mexican Journal of Behavioral Analysis) in 1975 and the *Acta Comportamental* in 1992. Additionally, Dr. Ribes-Iñesta has been the organizer of the International Symposium on Behavior Modification (1971-1981), the International Congress on Behaviorism and the Science of Behavior (1992 to present), and the Biennial Symposium on Behavioral Science (1982 to present).

Eduardo J. Rivera Medina (1932-), a native of Puerto

¹ Since 2007, the award for a Spanish or Portuguese speaking psychologist has been entitled the Rogelio Díaz Guerrero Award.

Rico, received the Interamerican Psychologist award in 1989. Dr. Rivera Medina earned a master's degree in clinical psychology from the University of Michigan in 1960 and a doctoral degree in developmental psychology and learning from the State University of New York at Albany in 1971. Among the many contributions to psychology by Dr. Rivera Medina, two are particularly significant. One of these contributions concerns his advancement of social community psychology, while the other centers on his engagement in academic administration and leadership. Dr. Rivera Medina, together with Dr. Irma Serrano García, cofounded the first program in social community psychology at the *Universidad de Puerto Rico, Recinto de Río Piedras* (UPR) in 1976. This pioneer program in Latin America was borne out of the "crisis of confidence in social psychology" and "the selection of a social change emphasis for community psychology" (Serrano García, López, & Rivera Medina, 1987, p. 431). The program emphasized the need for psychology as a discipline and for psychologists as scientists and practitioners to respond to the sizable challenges encountered by individuals, groups, and populations in Puerto Rico (e.g., migratory processes, crime, unemployment, and drug addiction). Among the many administrative duties and leadership responsibilities fulfilled by Dr. Rivera Medina, he served as Chair of the Department of Psychology at the UPR (*Recinto de Río Piedras* campus) during the initiation of its doctoral program in psychology (Ph.D.) in the Department. Dr. Rivera Medina also served as the Dean of Academic Affairs at the same institution from 1986 until 1993. Furthermore, he served as a member of the Council on Higher Education in Puerto Rico for six consecutive years (2003-2009) and has been involved with the College Board for several decades.

Dr. Rivera Medina has advanced many lines of research, yet perhaps most noteworthy is the one concerning matters related to schools, teaching, and learning. Dr. Rivera Medina has researched strategies to redress school dropout and violence, the cognitive development of Puerto Rican children, and the training of language teachers. In addition to the development of social community psychology in Latin America (Rivera Medina, Cintrón, & Bauermeister, 1978; Rivera Medina & Serrano García, 1988, 1991), Dr. Rivera Medina's publications have centered on social changes in Puerto Rico (Rivera Medina & Ramírez, 1985) and the educational needs of the Puerto Rican migrant after re-entry (Rivera Medina, 1983, 1984). Furthermore, the article he wrote based on his acceptance speech for the Interamerican Psychologist award addressed gender differences, specifying not only the privileges associated with masculinity but also its burdens, and highlighting some of the community programs designed to bring about "human liberation" in Puerto Rico (Rivera Medina, 1992). Among many distinctions, Dr. Rivera Medina received the distinguished psychologist award given by the Puerto Rican Psychological Association in 1986.

Ignacio Martín Baró (1942-1989) was granted the Interamerican Psychologist award posthumously in 1991. Born in Valladolid, Spain, he entered the Jesuit seminary in 1959 and was then transferred to El Salvador. In 1961 he studied hu-

manities at the *Universidad Católica* in Quito, Ecuador and in 1963 he studied philosophy and psychology at the *Pontificia Universidad Javeriana* in Bogotá, Colombia. He obtained a *licenciatura* in philosophy in 1965 with a thesis entitled *To Be and to Suffer* (Portillo, 2012). He furthered his studies on theology at the *Université Catholique de Louvain*, Belgium and was ordained as a priest in Valladolid in 1970. Meanwhile, he graduated from the *Universidad Centroamericana José Simeón Cañas* (known as UCA) in 1975, having studied psychology under the mentorship of another Jesuit priest, Jesús Arroyo-Lasa, who was interested in psychoanalysis and Marxist social psychology (Portillo, 2012). He obtained master's (1977) and doctoral degrees (1979) from the University of Chicago under the mentorship of Suzanne Ouellette, who expressed significant appreciation for Martín-Baró's intelligence and social science knowledge (Ouellette, 2012). Among the many activities in which he engaged, he was the editor of the journal *Estudios Centroamericanos*, the associate academic dean at UCA, and director of the University Institute on Public Opinion. Dr. Martín-Baró is most known for his contributions to community and political psychology, particularly his developments on liberation psychology, with works published in Spanish as well as English (e.g., Kelman, 1995; Lykes, 2012; Martín-Baró, 1994). He was critical of the limited contributions by Latin American psychology to solve the sizable problems of underdevelopment, dependency, and oppression (Martín-Baró, 1986). He proposed to overcome peoples' alienation and oppression through consciousness-raising and liberation (Martín-Baró, 1983) and argued that liberation psychology must concern itself with three urgent matters: recovering the historical memory, deideologizing common sense and daily experience, and empowering popular virtues (Martín-Baró, 1986). As articulated by Montero, "liberation psychology starts as a psychology destined to define, in an ever more precise manner, ways to eliminate the impediments to adequate development and to empower each human being to achieve the most full realization of their capacities, yet not from an individual perspective but always social. And always, we must add, in inevitable relationship with a political system" (1991, p. 37).

Less known are Dr. Martín-Baró's contributions to the psychology of religion, understood as a political phenomenon (de la Corte Ibañez, 2001). His psychological perspectives were framed by his religious affiliation, his distinction between religion as the opiate of the masses and religion as liberating faith (Martín-Baró, 1987), and his commitment to the poor (Muñoz, 2012). There were many significant events of his time that influenced his stance. Among these, the Vatican II Council and the Latin American Bishops Conferences II and III in 1969 and 1979 figure prominently (Muñoz, 2012), together with liberation theology and liberation philosophy in Latin America spearheaded by authors such as Dussel, Scannone, Cerutti and Kusch, among others (Burton & Flores Osorio, 2011).

During his professional life, Dr. Martín-Baró occupied several leadership positions, including SIP's executive secretary (1985-1987) and then vice president (1987-1989) for

Mexico, Central America, and the Caribbean Region, right before his murder. Dr. Martín-Baró was assassinated in San Salvador, El Salvador on November 16, 1989 together with five other Jesuit priests who themselves were major scholars (Ignacio Ellacuría, Amando López, Joaquín López y López, Segundo Montes, and Juan Ramón Moreno), the university's housekeeper (Elba Ramos), and her 15 year-old daughter (Celina Ramos), by the members of a military commando who are yet to be sanctioned for their actions (Bernabeu & Blum, 2012).

José Miguel Salazar Jiménez (1931-2001) received the Interamerican Psychologist award in 1993. Born in Venezuela, Dr. Salazar earned a doctoral degree in psychology from the University of London at Bedford College in 1957. He served for over three decades as an academic at the *Universidad Central de Venezuela* conducting research and teaching social psychology at the *licenciatura* and graduate levels. He mentored dozens of future social psychologists that referred to him as “the *gran maestro*” and considered him “*el padre*” of social psychology in Venezuela (P. R. Rodríguez C., personal communication, December 15, 2011). Dr. Salazar served as editor of the *Interamerican Journal of Psychology* for over a decade (1988-1998) and as president of the Interamerican Society of Psychology (1987-1989), among many other leadership positions undertaken in his professional life. Dr. Salazar authored four books addressing a sizable range of topics from experimental psychology, to school performance, as well as nationalism and sociability. He also coauthored six books with several colleagues from many Latin American countries concerning social psychology and national identity, among other matters, and wrote over 50 journal articles and book chapters.

Dr. Salazar's contributions addressed crucial topics in social psychology such as regional, national (Salazar & Salazar, 1998) and supranational identities, focusing in particular on Latin Americanism (Salazar, 1983a). He explored in detail the psychological bases of nationalism (e.g., Salazar, 1983b) and reflected on the impact of globalization on national identity, anticipating the expansion of national identities and communities based on shared elements rather than their elimination (Salazar, 1993). A truly transnational scholar, much of his work focused on cross-cultural comparisons involving neighboring countries and beyond (Marín & Salazar, 1985; Salazar, 2000; Salazar & Marín, 1977; Villegas & Salazar, 2002). Dr. Salazar sought to document and articulate the similarities and differences among nationals from many countries in Latin America while creating opportunities to facilitate mutual understanding between and redress stereotypes held by these nationals. Moreover, Dr. Salazar coauthored the first textbook on social psychology in Venezuela (Salazar, Montero, Muñoz, Sánchez, Santoro, & Villegas, 1976) and wrote extensively about psychological research and the history of psychology in Venezuela. Throughout his career, Dr. Salazar concerned himself with ways in which psychological knowledge could be used to inform policies, transform attitudes, and redress social inequities (e.g., Salazar, 1984). Among the many distinctions bestowed upon him, Dr. Salazar

became the first psychologist to receive the National Scientist Award (Social Sciences & Humanities category) granted to him by the Venezuelan National Council on Science and Technology in 1995.

Dr. Maritza Montero (1939-) received the Interamerican Psychologist award in 1995, making her the first female recipient. Dr. Montero graduated first with a law degree and then a *licenciatura* in psychology from the *Universidad Central de Venezuela* (UCV) in Caracas in 1967. She furthered her education with a master's in psychology from the *Universidad Simón Bolívar* in Caracas in 1979, and a doctoral degree in sociology from *L'École des Hautes Études en Sciences Sociales* from the *Université de Paris* in 1982. Dr. Montero is currently a professor at UCV where she teaches social and community psychology and has been a visiting professor at other institutions such as the University of London and the *Université de Paris*. Her work is congruent with a quote by Ardila, “many psychologists in our America believe, like Marx, that we have dedicated too much time to study the world and the time has come to change it” (1986, p. 184). Demonstrating this concern with knowledge application and social transformation, Dr. Montero's work has focused on the advancement of social community psychology as well as political psychology.

Starting in the late 1950s in Latin America there was increased interdisciplinary work that sought to advance community development, participation, and self-determination (Montero, 1984). In this context, as one of the first Latin American psychologists to define social community psychology, Dr. Montero described it as “the branch of psychology whose object is the study of the psychosocial factors that make it possible to develop, foment, and maintain the control and power that individuals can exert over their individual and social environment to solve the problems that afflict them in those environments and in the social structure” (Montero, 1984, p. 390). Dr. Montero promoted a model of intervention in community psychology that was different from the community psychology practiced in the USA. Because of the latter's emphasis on mental health, it was almost a specialty of clinical psychology (Montero, 1984, 1994a). Meanwhile, Dr. Montero argued for social transformation as the strategic goal of community psychology (Montero, 2010), and challenged constructs such as *fortalecimiento* (empowerment) (Montero, 2006). She has analyzed the complexities involved in the development of engaged citizens, and has articulated some of the central processes including participation, consciousness rising, control, power, politicization, self-determination, commitment, development and concrete expression of individual positive capacities as well as community social identity (Montero, 2006). Furthermore, Dr. Montero has explored matters such as negative social identity and coined the term “altercentrism” for the purpose of defining the reference to an other that is socially positively construed as counterpoint to the within group devaluing (1994b, 1996).

Another important contribution by Dr. Montero concerns the field of political psychology, on which she edited one of the first books in Latin America (Montero, 1987). In her

writings, she highlighted significant traits in Latin American political psychology, such as those of denouncement and social transformation (Montero, 1991), coinciding with Martín-Baró in forming the bases for liberation psychology. She has articulated the congruence between social community psychology, critical psychology, and liberation psychology as “the awareness of the necessity to respond effectively and legitimately to the needs of societies whose historical destiny must transcend poverty, submission, and ignorance” (Montero, 2004, pp. 24-25). Among the many leadership positions she has occupied, Dr. Montero presided over the International Society of Political Psychology (www.ispp.org) in 2006, and among many awards, she was distinguished with the Venezuelan National Science Award in Social Sciences in 2000.

Rolando Díaz-Loving (1954-), from Mexico, received the award in 1997. He earned a Ph.D. in social psychology in 1981 from the University of Texas at Austin and has been a professor of psychology at the *Universidad Nacional Autónoma de México* (UNAM) in Mexico City since 1982. Dr. Díaz-Loving, the son of Dr. Rogelio Díaz-Guerrero (see Consoli & Morgan Consoli, 2012) has been quite prolific in his career, with over 500 articles and book chapters thus far involving many collegial and student coauthors. He has achieved the highest national investigator level in the Mexican ranking system (level III), and has significantly impacted social psychology both in Mexico and internationally. His research and publications have focused on at least four main areas including sexual behavior and health; interpersonal relationships and couples relationships; ethnopsychology, culture, and personality; and transcultural psychology.

Throughout his career, Dr. Díaz-Loving has addressed topics such as empathy (e.g., Díaz-Loving, González Varela, Andrade Palos, La Rosa, & Nina Estrella, 1985), locus of control (e.g., Díaz-Loving & Andrade Palos, 1984), interpersonal relationships (e.g., Díaz-Loving, Sánchez Aragón, & Rivera Aragón, 1995), and sexual conduct and health (e.g., Díaz-Loving & Robles Montijo, 2009) including psychosocial factors related to HIV-AIDS (e.g., Díaz-Loving & Rivera Aragón, 1995). Dr. Díaz-Loving has also researched and written extensively about the ethnographic history of psychology in Mexico, and on the education, background and training of its psychologists (Díaz-Loving, Reyes Lagunes, & Díaz-Guerrero, 1995) as well as culture and personality (Díaz-Loving, 1998).

Many of his works have been published in the USA and other countries, highlighting his international impact, and several have had a cross-cultural focus in content. For example, Dr. Díaz-Loving has written about the perceived threat between Mexico and the USA (Stephan, Díaz-Loving, & Duran, 2000), attachment styles across multiple countries (Schmitt, Díaz-Loving, et al., 2004), and personality across many cultures (Díaz-Guerrero, Díaz-Loving, & Rodríguez de Díaz, 2001).

Dr. Díaz-Loving has not only excelled in his research endeavors, but in teaching and service as well. A professor for over 30 years, he has mentored many students at the li-

enciatura, master's and doctoral levels. Among his multiple service roles Dr. Díaz-Loving has been President of SIP, and of the Mexican Association of Social Psychology. Dr. Díaz-Loving has also served as editor of the *Revista de Psicología Social y Personalidad*. Furthermore, as an international scholar he has been an invited professor to many places, including Canada, the USA, and various cities in Mexico. Dr. Díaz-Loving has earned multiple distinctions for his work, including the Distinguished Alumnus Award from the University of Texas at Austin in 2002, and the Rubén Ardila Award for Scientific Investigation in Psychology in 2007.

In this second of three installments we have featured the accomplishments of the next set of six out of 19 awardees who have been distinguished with the Interamerican Psychology Award for Spanish or Portuguese speaking psychologists granted by the Interamerican Society of Psychology. It is our overall intention through these articles to advance the dissemination of psychological knowledge generated in Latin America and the Caribbean. We will complete coverage of the list of awardees in a future and final article for this series.

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United Nations Forum Seeks to Prevent Genocide

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“What can nations do to prevent future genocides?” On April 4, 2013, this was the focus of an interdisciplinary forum at the United Nations in New York City, on “Preventing genocide: Nations acknowledge their dark history.” Organized by psychologists, this forum was unusual in at least two ways --the diversity of its program as well as its participants.



Chairperson Ani Kalayjian (center) pictured with speakers from recent U.N. forum on preventing genocide.

(1) The five-part forum opened with an address by Ambassador Garen Nazarian of the Republic of Armenia. (2) The Ambassador then joined educator George Hero, to present five high school students with the 2013 Krieger Awards, for their outstanding essays on “preventing genocide.” (3) The forum then screened J. Michael Hagopian’s film, “Voices from the Lake,” introduced by Producer Carla Garapedian. (4) Chairperson Ani Kalayjian introduced a panel of three experts who addressed this topic: Professor Joyce Aspel (NYU Institute for the Study of Genocide), author Thea Halo, and playwright Alexander Dinelaris. (5) The panel segued into a lively Q&A with the audience of 150 participants from diverse communities--diplomats, non-governmental organizations (NGOs), journalists, activists, educators, and students. Much of the forum will be televised this April on Voice of Armenia television, <http://voiceofarmenians.com/>

This U.N. forum was organized by the Permanent Mission of the Republic of Armenia, in cooperation with six civil society groups, including two psychology NGOs: ATOP