

Introduction

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This handbook demonstrates the central role psychological science has played in the past, and continues to play, in addressing some of the world's most pressing problems. It addresses the following questions: How has psychological science contributed to the realization and respect of human rights since the inception of the Universal Declaration of Human Rights (UDHR)? How can psychological science be used to help state parties and the global community attain the United Nations' Sustainable Development Goals (SDGs)?

This handbook was conceived to celebrate the seventieth anniversary of the Universal Declaration of Human Rights (UDHR), yet imposing human rights challenges continue to persist throughout the world today. From a global migration crisis to extreme poverty, from the damaging effects of climate change to the dehumanizing impacts of racism and discrimination in communities of color, from the trafficking of human beings to the bioethical issues raised from the explosion of scientific innovation, humanity continues to struggle to achieve the aspirations set forward in the UDHR in the aftermath of World War II. As the global community grapples with diverse challenges, we envision a promising future for the relevance of psychological science to respond efficaciously to them. Specifically, we critically examine the impact of psychology's past role, and potential for its future, to support the United Nations' commitment to human rights.

We are two psychologists, among a community of psychologists, who consult at the United Nations in support of its human rights agenda. We have focused on the United Nations as the

indispensable institution in the world community to provide leadership to address global issues such as forms of inequality, children's rights, global violence, mass migrations and climate change, among others, as they impact global citizens in general and the world's most vulnerable people in particular. We have also focused much discussion on the SDGs as a blueprint for the world community to drive progress building upon the three pillars of the United Nations: peace and security, environmentally sustainable social and economic development, and human rights in the interest of supporting human dignity.

To confront and counter the deleterious impacts of the twenty-first-century human rights challenges, the 193 Member States of the United Nations agreed to the 2030 Agenda on Sustainable Development. Progress on the targets of the seventeen goals that comprise the SDGs is crucial to our future. The framers of the UDHR boldly addressed a world reeling in the aftermath of the Holocaust and the threat of nuclear annihilation. Today, while we have made much progress as a civilization, as a society we are also faced with many challenges, some similar, but others that never could have been imagined by the framers. The question the field of psychology must address is how psychologists are helping to promote the world the framers envisioned, the world we want, a world that promotes peace and in which all persons and all peoples might live their lives in safety and security, and which honors their human dignity.

To answer these questions, we have engaged more than 100 experts – consisting of psychologists, historians, lawyers, social scientists, and

scientists from around the world – to participate in this global interdisciplinary project. Their contributions to this volume capture salient global issues that affect individuals across the life span and the histories of the societies they live in. The individual chapters are linked by human rights issues as delineated by the United Nations' Office of the High Commissioner for Human Rights (OHCHR) and viewed through the lens of psychological science and human rights, detailing how each author's expertise illuminates them. Core human rights documents, including the UDHR, provide the foundation for discussion in each chapter. Additionally, by framing their work in a rights- and strengths-based perspective, the authors not only identify challenges before the world community, they also emphasize how human resourcefulness and adaptability has in the past and continues to lead to change and progress. In this way, the volume provides both well-grounded and forward-thinking perspectives regarding the contributions of psychology toward realizing the global human rights agenda.

In this introduction, we offer a concise, but comprehensive, guide to the contents of the handbook. While we describe each chapter in a very brief summary, we hope to give the reader a sense of the scope and depth the contributors have achieved in their content areas. Because we realize that our readers will possess a range of familiarity with the United Nations and terminology associated with the UN system, we also provide additional resources in the front matter to the handbook defining the many acronyms, agencies, programs, and human rights instruments that are referenced in the chapter narratives. Several authors also include valuable resources within their chapters for the reader seeking additional information on specific topics.

The Handbook consists of five parts: Part I details an historical overview of human rights and the contributions of psychologists at the United Nations; Part II addresses the intersection between psychology and human rights in the

context of core human rights instruments; Part III identifies salient contemporary issues at the forefront of the human rights agenda for the OHCHR and the role of psychology in addressing those issues; Part IV provides resources for the integration of human rights into the psychology curriculum, scientific research, and the training of psychologists; and Part V articulates the next steps for the field of psychology in addressing human rights in future generations. Brief summaries of chapters within each part follow.

Part I provides the reader with background history and resources to understand the crafting of human rights principles in the postwar period, the emergence of the UN system and the participation of psychologists since its inception. Chapter 1 details the historical, political, philosophical, and cultural background and events that formed the foundation for the post–World War II human rights movement that led to the evolution of the Universal Declaration of Human Rights. The authors place the reader “in the room” as historical forces and personalities involved in debating and designing the UDHR take center stage. Chapter 2 also provides significant historical developments and details core documents and bodies relevant to understanding the human rights framework since the UDHR's inception more than seventy years ago. The authors not only detail the specific documents but also judiciously insert relevant history that gives meaningful context to the need for and the crafting of the core conventions and declarations of the United Nations. In Chapter 3, the question of the applicability of a twentieth-century human rights framework for the ethical responsibilities of psychologists in a globalized twenty-first-century world is addressed. The authors propose a new vision for psychological ethics respecting human rights and propose the concept of “enlightened globalization” with a view to psychologists' training and education more adequately preparing professionals to contribute to a more harmonious world. The authors of Chapter 4 chart the

history of the contributions of psychologists and psychology organizations to forwarding the global agenda at the United Nations. From the origins of the UN Educational, Scientific and Cultural Organization (UNESCO) to the 2030 Global Agenda on Sustainable Development, the authors detail the achievements of both individual psychologists and psychological organizations in consultative status as non-governmental organizations (NGOs) at the United Nations.

Part II introduces the reader to perspectives integrating psychology with human rights standards that address the needs of minorities, children and youth, women, persons with disabilities, migrants, and other vulnerable, alienated, or marginalized groups. How does the normative human rights framework introduced in Part I intersect with psychological research to inform approaches to ensuring desired outcomes as well as ameliorating violations of human rights? Chapter 5 begins by describing the psychology of racism, discrimination, and prejudice and the role of psychological science in addressing these issues. The authors examine the history of the United Nations' International Convention on the Elimination of all Forms of Racial Discrimination (ICERD) and the Treaty Body system, which monitors compliance by Member States, with the chapter concluding by drawing the reader's attention to the need to embrace and value a diverse society in order to leave no one behind as the global community attempts to implement and achieve the SDGs. In Chapter 6, the authors introduce the reader to a distinct perspective integrating psychology and sociology to flesh out a rich understanding of childhood, poverty, and rights as well as emphasize that no one point of view captures the multidimensionality of the forces influencing child and adolescent development and therefore affecting child rights. They argue that without integrating family sociology, the philosophical assumptions of individualism that underpin psychology as a discipline may undercut appreciating the development of human

dignity for children and youth throughout the world. Chapter 7 introduces readers to international guidelines for responsible business conduct and labor practices, and describes why the global community has found it necessary to address these issues as a part of the movement to respect human rights by national and multinational enterprises. The authors capture the workings of international bodies in the service of improving business and labor relations, introduce a case example to elucidate the review process of dealing with complaints, and conclude with discussion of the value of organizational psychologists to the consultative process. In Chapter 8, the authors introduce the reader to a distinct perspective on a controversial topic – the relationship between women's human rights and cultural rights – and propose a new integration of these perspectives by illustrating the fluidity of both cultures and religions. They argue that the relativist interpretation of culture overlooks the role of patriarchy in defining what is and what is not characteristic of a culture and that it is this inherent bias that leads to incorrectly viewing a unique opposition between women's and cultural rights.

As we continue with the contents of Part II, the authors of Chapter 9 inform readers of some of the dark history of the science and profession of psychology, including participating in government-sanctioned oppression and torture, and argue that understanding the multiple motivations involved may provide a pathway to doing no harm rather than participating in unethical, or even reprehensible, behavior, thus harming rather than protecting humanity. The reader is provided international case histories that capture the risks of doing harm, and the authors describe how psychologists can respond to these risks to avoid future similar incidents of engaging in human rights violations. In Chapter 10, the authors present key concepts related to what constitutes child rights, how they are ensured, why they are needed, and how they might be realized today. They substantiate their perspective with

convincing evidence from research and their own field experiences regarding how building on the voices of children and of local resources and traditions may form the foundation for promoting child rights. Center stage in Chapter 11 is the description of the barriers that compromise the rights of persons with disabilities, including mental health and psychosocial disabilities, and the documentation of historical developments from regional and international meetings resulting in the Convention on the Rights of Persons with Disabilities (CRPD). The authors propose building on the voices of persons with disabilities as they tell their own stories of challenges and successes as a form of outreach leading to constructive partnerships with institutions, community stakeholders, and individual allies to ensure realization of the CRPD. Throughout Part II, the authors engage each of these traditional issues linking psychological science, and at times their own “on-the-ground” experiences, with relevant documents intended to secure the human rights of all while promoting human dignity.

Part III explores a range of contemporary issues with which the global community is grappling. Authors address multiple manifestations of inequality within and across societies and explore how rights- and strengths-based perspectives may lead to equitable outcomes. In Chapter 12, the rights-based chapters of Part III begin with a focus on global mental health issues and bringing them out of the dark ages and into the light while addressing their prevalence across the world and the need for responsive treatment. By locating the right to health and other human rights instruments as resources relevant to securing the protections and promotion of the rights of persons with mental disabilities, the authors open the discussion of respect for human dignity. Freedom of thought and belief are also crucial issues on the world stage today, and the authors of Chapter 13 present the compatibility between the “capabilities approach” and essential human rights aspirations. They successfully bridge the work of scholars and

practitioners of psychology, religion, and human rights. They present the view that the concept of the “human spirit” is universal in a way that transcends issues of diversity and that therefore achieving this human potential may be key to protecting and promoting human rights.

We continue with Part III’s strengths-based perspectives. In Chapter 14, the current global immigration and refugee crisis is addressed via the authors’ four-phase model that weaves together the realities of mental health care in humanitarian settings with specific implications for the vulnerability of the human rights of persons, families, and communities. They provide both the foundation for understanding the connection between the compelling on-the-ground experiences of those so displaced with how the tragic challenges they face are linked to violations of human rights, as well as relevant guidelines for effective psychosocial responses based on research and their own field experiences. The rights of children to have access to education follows in Chapter 15 as the authors compellingly argue that schools are an essential place to promote and protect children’s rights and that the right to education is inextricably linked with the possibility of achieving other relevant rights in the lives of children. They address the Convention on the Rights of the Child (CRC) and its relation to the SDGs to underscore the link between the right to education, children’s rights, and the aims of the global agenda. In Chapter 16, the unique contributions of psychology to addressing the social determinants of health inequality are illustrated in discussions of maternal health, human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), and mental health, each of which is key to addressing the United Nations’ 2030 Global Agenda on Sustainable Development. Relevant human rights instruments, numerous related documents, and a substantial body of research form a foundation for discussion, and the authors assert that access to health care is a right without which human

dignity is compromised. In Chapter 17, the reader is challenged to think through how the philosophical assumptions that underpin psychology as a discipline undercut the human dignity of many people throughout the world, particularly that of Indigenous peoples. The authors argue that indigenous rights are human rights and that to address Indigenous peoples' human rights, we must focus on the history of colonialism and oppression they have experienced. Chapter 18 provides an examination of human trafficking, beginning with tragic personal stories that capture the complexity and multiplicity of circumstances that drive trafficking, whether associated with individuals, criminals, or governments. The authors explore how the misunderstanding of posttraumatic stress symptoms by authorities can often lead to decisions that are retraumatizing. In Chapter 19, differing conceptions of human-rights are presented across cultures, and the implications for the concept of universality are explored. To elaborate their perspective on cultural differences, the authors discuss the process of mental health healing through the historical and cultural frameworks of African and Indian roots.

The third section of Part III examines social change within a range of contemporary issues. In Chapter 20, the authors examine age discrimination, developments at the United Nations regarding ageism, and the compelling need for additional protections for older persons in the form of a new convention on the rights of older persons. The authors sketch out the many compromises of rights based on ageism, detail how negative stereotypes lead to discrimination in health care and employment, and conclude with best practices derived from social psychology to engender a "society for all ages." The authors of Chapter 21 present a persuasive discussion of the key concepts related to reproductive justice and psychological sequelae – arguing that reproductive rights are human rights – and outline the complex relationship between cultural traditions and the human rights of women when it comes

to reproductive justice. They discuss which rights are being violated by individuals, families, institutions, and governments as they link these violations with salient principles of human rights and relevant documents from the UDHR to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and beyond. In Chapter 22, a framework is presented for understanding the connection between rights and discrimination regarding sexual orientation and gender identity (SOGI). The authors chart the struggle for SOGI equality, document progress that has been achieved, and describe what the field of psychology might do to promote the rights of sexual minorities. Chapter 23 presents case studies that underscore how psychological, social, and political forces provide the context for social change in the direction of realizing and honoring human rights. The authors delineate how psychosocial forces reverberate through populations that rise up to generate sociopolitical change. In Chapter 24, the reader is introduced to the trauma experienced by survivors of organized violence, including human rights atrocities. Through case studies, the author captures the healing process for individuals characterized by cultural sensitivity and humility and reflects how, given the right conditions, the inherent resources of individuals who survive atrocities may emerge. In Chapter 25, the authors chart the extent to which emotional distress may be overlooked when humanitarian responses to disasters are activated. They offer guidelines for initiating rights-oriented psychosocial responses. In Chapter 26, the authors frame violence across the life span in global terms, beginning with research about its adverse impact on children and the long-term impact on local communities and our global society. Chapter 27 introduces the reader to emergent issues in neuroscience, focusing on the relationship among innovations in neuroscience and genomics, psychology, and human rights. The authors use a systematic approach to examine key issues at the cross-section of technology

and human rights, and conclude by discussing the implications for the value of psychology to address these emerging challenges in our global community. Chapter 28 provides direction for developing institutional and governmental policy that promotes desired behavior change on a local or national level. Through the use of research interventions, the authors demonstrate empirically how a behavioral insights model, drawn from the theory of behavioral economics, may facilitate behavior change to achieve goals in the international human rights community. Chapter 29 poses a question: what is the business of business? The authors argue that in the twenty-first century, business leaders must move beyond a one-dimensional focus on profit and incorporate the value of human rights and corporate social responsibility when conducting business practices aligned to achieve the SDGs. They envision a shift in and sharing of humanitarian responsibilities from humanitarian organizations exclusively to include the business sector as well as seek to develop diplomatic tools to assist organizations to achieve equity. Chapter 30 focuses on climate change and climate action. The authors describe the value of the science of psychology in relation to challenges facing humanity and our planet. They articulate how our changing climate is partially a consequence of – and at the same time a contributor to – pervasive inequality on several dimensions. They introduce psychological theory to understand the “how’s” and “why’s” of perpetuation of the status of marginalized groups – citing research on inter-group dynamics – which leads to conflict over and increased scarcity of vital resources and the problem of the moral engagement of the public with climate change imperatives in promoting a new climate ethic. Overall, Part III presents a wide range of contemporary issues aligned with the agenda of the Office of the High Commissioner for Human Rights (OHCHR). Relevant research fleshes out key issues, the human rights challenges they pose, and the role of psychology in promoting progress on the global agenda.

Previous parts of the handbook focused on articulating a range of human rights challenges experienced by members of the world community and illustrated the contributions of psychological science to confront them. Part IV takes the next step and focuses on the need for the field of psychology to educate and train future and established psychologists to implement impactful interventions using psychological science. Authors in this part advocate for a reformulated, decolonized psychology curriculum; new educational models and goals for teaching human rights; a human rights–oriented scientific endeavor that promotes an ethical psychology; and diversity training that balances respect for universality with the many contexts of human difference, including sexual orientation and gender identity. For instance, in Chapter 31, the authors provide a liberation psychology perspective, which requires a shift from traditional educational models to one that addresses the sociopolitical context of discrimination and oppression. They discuss recent student protests in South Africa that challenged a traditional colonized educational model and the subsequent response by faculty and administration to reenvision the place of the university and the profession of psychology in a post-colonial, post-apartheid society. In Chapter 32, the authors advocate for human rights education in psychology not merely as a topic, but as a means to transform traditional education to train psychology students to interact with people through a new lens of human rights, social justice, and equality. In Chapter 33, the authors illustrate how to integrate a human rights framework when conducting ethical research regarding human behavior across cultures and countries, including cultural differences and power differentials between investigators and subjects. They conclude by discussing unintended harmful consequences as well as social benefits from research outcomes. In Chapter 34, the authors describe how the field of psychology can move from traditional psychological literature

as disenfranchising one's heritage and identities to become a globally inclusive discipline. They assert that in spite of its current popularity, multicultural literature and education may also marginalize populations in diverse contexts, and they argue that a foundation in human rights might provide an avenue to resolve how our literature and our field may finally represent a globally inclusive psychology. The authors of Chapter 35 compellingly recount the damaging role the profession has exerted in past discrimination of sexually and gender-diverse persons, underscoring that available human rights standards must be recognized and enforced with this community. They outline the changes and specific core competencies that must follow in the education of students and the clinical training of professionals in the field of psychology to work toward creating a discipline and profession that engender a just and equitable world, inclusive of all of humanity. What emerges from chapters in Part IV is the urgent need for change in our field, the promise of human rights education as a fulcrum for change toward a just and ethically inclusive field, and the compelling visions of these experts for implementing future trajectories for psychology.

Part V focuses on several emerging issues that we envision psychologists will be engaged with in the future. Our contributors draw on lessons learned from past experiences as they explore using that knowledge to propel our discipline and profession forward in the years ahead. In Chapter 36, in the aftermath of war crimes and crimes against humanity, the authors present key concepts and processes related to reconciliation and the psychological mechanisms underlying truth commissions. They detail empirical evidence to document how truth and justice may serve to uphold human rights. Using recent events in Colombia as a case study example, they identify the role of reconciliation and human rights in transitional justice processes and articulate a future pathway replete with thorny questions and hope for resolution for individuals and societies, including

women and children, that have suffered devastation following decades of human rights abuses. In Chapter 37, the authors recount the history of sentinel events in the historic development of the Australian Psychological Society's apology to Aboriginal and Torres Strait Islander peoples. The developments in the field of psychology leading to the apology are presented in the broader social, cultural, and political contexts of the time in Australia. They illustrate how colonialists used psychology to undermine the rights of Indigenous persons and how psychology may be instructive for reconciliation not only in Australia but throughout the world. In Chapter 38, the authors articulate the vision for how scientific associations contribute to societies beyond the science that is produced. They discuss the role of science in civil society and the connection between science and the aspirations of human rights, stating, in effect, that just as individual citizens function as civil society actors, so too are institutions such as scientific associations actors with responsibilities in the human rights system to promote policies that encourage government leaders to adhere to human rights principles. They examine the history of the American Psychological Association's (APA) struggles with human rights in addressing the critical role of psychologists, psychological science, and the association in the torture of detainees in the US "War on Terror." In Chapter 39, the authors discuss key emerging issues such as artificial intelligence (AI) as an example of issues at the interface of technology and human rights. They discuss the need for the human rights community to remain vigilant in order to respond to emerging technologies while being cognizant of opportunities and risks that new technologies such as AI may provide. In Chapter 40, the final chapter, the authors trace the origins of the United Nations and its Charter to its current 2030 Global Agenda of the SDGs and how psychological science has supported its various agendas and goals as it evolved from its twentieth-century origins to its twenty-first-century

platforms of advocacy and action. They illustrate how the education of citizens globally is essential to the implementation of the SDGs and the value of psychological science to facilitate citizens' behavior change in formal educational settings, in community settings, and with technology to innervate the advocacy and action to support the human rights agenda for yesterday, today, and tomorrow. They describe and present the promise of psychological research to potentiate the effectiveness of human rights educational models, especially for future generations.

In conclusion, we aim to educate and inspire readers, especially in the field of psychology and human rights, to identify avenues for their own contributions to the United Nations' 2030 Global Agenda on Sustainable Development. Because we are interconnected worldwide as never before, information about tragic world events and threats to our planet are omnipresent and may lead to individuals feeling overwhelmed and helpless. Our intention is to assist readers to envision how each might use psychological knowledge and skills to become competent human rights advocates. The reader will understand the contributions of psychologists to advocate for human rights and will hopefully envision personal use of psychological theory, education, research, and models of interventions to take a stand and leave an imprint in advancing the global agenda on human rights. Readers need look no further for possibilities than to appreciate the contributions of the authors to the handbook. We are very grateful to our contributing authors for their diligence and dedication to this project and to their dynamic contributions to advancing human rights through their research, teaching, training, and impressive individual and collective impact on the field. In their own ways, they champion each of us to formulate and achieve our human rights goals, and they provide inspiration to mobilize individual and collective action to create the world we want, even when the solution is not readily evident.

Editors' Note: We are completing this handbook in the spring of 2020 as mankind faces unprecedented health, economic, moral, and ethical challenges posed by confronting the novel coronavirus. In order to mitigate the effects of the COVID-19 virus governments throughout the world are instituting behavioral changes that are limiting freedoms for the common good. With trust in science and government leadership we have accepted new norms of conduct for the benefit of all in curbing the pandemic.

Striking a balance between the protection of individual rights and the rights of governments to protect citizens requires much vigilance. In this time of a pandemic, there are questions regarding the limits of privacy where governments monitor citizens and conduct contact tracing; dilemmas of health care rationing by professionals and politicians determine who lives and who dies; issues of human subjects' rights arise as scientists search for treatments and vaccines. Concerns also emerge over access to healthcare and cures and about whether we are ameliorating or amplifying the underlying inequalities experienced by those most vulnerable. We also fear that autocrats may abuse the limitations of rights to consolidate power for political purposes.

We mourn the profound suffering and loss of life experienced around the world today. We wonder whether future generations will view this period as a time that multilateralism prevailed over isolationism, political power was returned to the people, free speech was resurrected, mass surveillance was curtailed. In this handbook, we have provided a vision for how behavioral science can address a range of human rights issues. It is also our hope that as we emerge from this pandemic we will possess a greater appreciation for the interdependency of humanity and that this volume will contribute to educating and nurturing a new generation of scientists, scholars, and advocates who will reassert a foundation of human rights and dignity for all.