

The Science of Human Behaviour: A Working Document **The Effects of War and Violence on Children, Youth** **and the Advancement of Education, Science and Humanity** **Including Iraq Images of War, 2003-2008 – Regarding the Pain of Others**

Section of IYNet Project Development: Core Issues, Key Considerations and Observations

*“Today, we are at a turning point in our history.
We can no longer continue to accept tradition for tradition’s sake.*

*We can no longer go on playing the same old war games without eventually becoming conscious
of the dimensions of the destruction involved. We have no other choice but to become fully conscious
of the darker aspects of our own cultural heritage.
Only then will we cease to pass them blindly on to future generations.*

*“Victims of a devastating trauma may never be the same (again) biologically.
It does not matter if it was the incessant terror of combat, torture,
repeated abuse in childhood, or a one-time experience.”*

**Dennis S. Charney, M.D., Dean for Academic and Scientific Affairs,
Mount Sinai School of Medicine, Professor of Psychiatry and Neuroscience.**



Iraq Represents an 8000 Year Old World Heritage Site **Iraq Signifies the Repository of Intellectual and Scientific Growth**

Iraq, the "Land between the two Rivers", has been the cradle of major civilizations starting from the fifth millennium BCE, which marked the watershed between the prehistory and history of humanity. It has gifted the world with many of academia’s pillars of wisdom, knowledge and science.

Iraq designates the foundation where human beings first built cities, organized complex states, formulated elaborate religious beliefs (including the Abrahamic religions of Judaism, Christianity, and Islam), invented writing, developed sophisticated visual and literary expression, and articulated measures for maintaining law and justice. The first written records, domestic laws, astronomy, mathematics, pharmacology, and the wheel are considered to have been developed at Ur, the earliest civil society in the world.

A thousand years ago, the Muslim World made remarkable contributions to science. Muslims introduced new methods of experiment, observation, and measurement. Ibn al-Haytham wrote the laws of the reflection and refraction of light and expounded the principles of inertia (long before Isaac Newton formulated his theories). Ibn Sina wrote the Canon of Medicine (al-Quanun fi'l-Tibb), a 318-page medical text that was the basis for all medical teaching in Europe and the Middle East for hundreds of years. The translations of scholarly treatises made the banks of the Tigris and the Euphrates the forum of civilizations. Iraq represents the repository of intellectual and scientific growth.”

**UNESCO's role as the seedbed of the culture of peace is inscribed
in the opening words of its Constitution of 16 November 1945:**

“Since wars begin in the minds of men it is in the minds of men that the defences of peace must be constructed. Peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.”



The great achievements of human history are our heritage. History is our bridge from the past to the future. History matters. There is an urgent need to focus on that which unites humanity rather than that which divides it. Moral and ethical progress does largely depend upon the growth of scientific, factual knowledge both of human behaviour and of the world in which we live. It is incumbent to gain a clearer and improved understanding of our common history, of human behaviour, science and human rights, to be concerned with the future of humanity and interact intelligently within our global home. Everyone has the responsibility to shape the future of humanity. Our single most important enterprise is an education that creates a common network of rational thought and sanity across the globe.

This includes, moving forward the role of women in science and engineering for humanity; replacing discord with harmony by the maturing away from the glorification of the cult of war, violence, fundamentalism and contempt for science and reason, which is inappropriate to the conditions of 21st century knowledge, towards a conscious, genuine culture of peace; re-channeling the preoccupation with the militarization of science towards a comprehensive understanding of interdependence and equitable sustainable development, thus offering the possibility of a major leap forward in global human progress towards a better world.



**Our Common Future – Our Common Responsibility
Crucial lessons to be learned from the 2003 pre-emptive war against Iraq.**

The preemptive, illegal war of aggression against Iraq and the accompanying media misinformation and disinformation about the world of Islam has set a terrifying and unwise example for hundreds of millions of youths worldwide. It has eroded their trust and mutual confidence in Western civilization, democracy and universal values, and is providing their minds with misleading directions for serious future reform.

The full terror of this war, the wanton destruction of a defenseless country, the senseless deaths, the abject aggression, subjugation, humiliation and forced acculturation endured by a dignified people – descendants of an ancient world civilization – has inflamed the hearts and minds of the people of the Arab Nations, the world of Islam, and the international community.

The dehumanization and humiliation of Islamic civilization, the lack of respect for human dignity and sensitivity has caused great harm and has created a new generation of radicalism worldwide. Fanatic fundamentalists are becoming more enthusiastic, and more eager to derail compromise.

The long-term consequences and intergenerational reverberations we are all facing, affecting the advancement of democracy, universal values and human rights, science and knowledge-building for our common humanity, are incalculable.

The war against Iraq, ignorance, cultural illiteracy and the disrespect for truth has brought a new dark age. It has changed youth internationally. It has changed the contours of civilization.

*(For summary, documentary videos, United Nations and UNESCO Declarations,
related reports and references, please turn to page 44)*

Voices of Conscience



Head of a Woman from Warka – 3100 BCE
Iraq's most cherished antiquity

“All wars, with their turmoil, maiming and killing, wantonly destroy the soul and disfigure the memory of what constitutes a people’s very identity, in other words its culture. In Iraq, as a result of thirteen years of sanctions and the chaos that followed the recent armed conflict, eight thousand years of human history now hang in the balance. Arsonists have burnt libraries and archives, looters have plundered historic buildings and cultural institutions and items of unique value have disappeared from museums and archaeological sites.”

Mounir Bouchenaki, Assistant Director-General for Culture, UNESCO
Director-General, International Centre for the Study of the Preservation and Restoration of Cultural Property



‘Mesopotamia’ designates the land where human beings first built cities, organized complex states, formulated elaborate religious beliefs, invented writing, developed sophisticated visual and literary expression, articulated measures for maintaining law and justice. The list of humankind’s momentous “Firsts from Mesopotamia” is too long to detail. Mesopotamian religious, literary, and artistic traditions represent the origins of advanced culture. Their value to world civilization is inestimable.

Understanding of Mesopotamia illuminates fundamental aspects of Judeo-Christian tradition and of Islam, and Mesopotamia has ties as well to ancient Greece—chapters of human history that gave shape to the world we inhabit today. The geographical realm of ancient Mesopotamia extends into the modern states of Syria, Iran, and Jordan, but for the greatest part lies within Iraq. As scholars committed to the study and teaching of the history and culture of Mesopotamia, many of whom have been guests of the Iraqi people, we have deep ties to persons in Iraq as well as a profound appreciation for the cultural resources preserved within its borders. The only access that our and future generations have to ancient Mesopotamia is through the ancient physical remains left behind.

*Each artifact, written text, and archeological context is unique and irreplaceable.
Once destroyed, that link to humanity’s past is lost, to us and to our descendants, forever.*

Students of a civilization reaching back more than 5,000 years, we are accustomed to taking a long-term view of history and historical events. Destruction of Iraqi cultural heritage will result in devastating and irrevocable losses to human civilization, and to participate in or allow such destruction may inflame resentment and anger throughout the world, particularly in the Middle East.

Eleanor Robson, Ph.D., Prof. History and Philosophy of Science, University of Cambridge, 2003



© Eric Bonnier, Polaris

“How little we know of the Arab world, of Iraq and its people, of the place that Baghdad – the Florence of the Middle East – has in the hearts and minds of Arab peoples. Iraq, the Cradle of Civilization – how could we have thought that Iraqis would not defend their country from invasion? I have taught about the peoples and cultures of the Arab world at Berkeley since 1960. I have been struck by the depth of ignorance about this large expanse of the world.”

Laura Nader, Professor of Anthropology, University of California, Berkeley



“The sources of conflict and war are pervasive and deep. To reach them all will require our utmost effort to enhance respect for human rights and fundamental freedoms, to promote sustainable economic and social development for wider prosperity, to alleviate distress and to curtail the existence and use of massively destructive weapons.”

Boutros Boutros-Ghali, Former United Nations Secretary-General, Agenda for Peace, 1995



“Armed conflict, more than any other force, has transformed the lives of millions of children and women. Children and their families are not just getting caught in the crossfire. Many are being targeted. Nothing is spared, held sacred or protected. It is the singular characteristic of armed conflict in our time that children suffer most.”

Graça Machel, Expert of the Secretary-General of the United Nations, 1996



“The sad truth is that most evil is done by people who never make up their minds to be good or evil. To combat atrocity and tyranny what one must do more than anything else is to think, for “absence of thought is indeed a powerful factor in human affairs—statistically speaking the most powerful.”

Hannah Arendt (1906-1975) Political Theorist



“Peace cannot exist without equality; that is an intellectual value desperately in need of reiteration, demonstration, and reinforcement. Humanism is the only, and I would go as far as to say the final resistance we have against the inhuman practices and injustices that disfigure human history.”

Edward W. Said (1935-2003), Humanist, Literary Scholar

*"No peace among the nations without peace among the religions.
No peace among the religions without dialogue between the religions.
No dialogue between the religions without investigation
of the foundation of the religions."*

Hans Küng, President, Global Ethic Foundation



*"Science is not the enemy of humanity but one of the deepest expressions
of the human desire to realize that vision of infinite knowledge.
Science shows us that the visible world is neither matter nor spirit;
the visible world is the invisible organization of energy.
I do not know what the future sentences of the cosmic code will be.
But it seems certain that the recent human contact with the invisible world
of quanta and the vastness of the cosmos will shape the destiny
of our species or whatever we may become."*

Heinz R. Pagels, Physicist (1939-1988)



Images of the War Against Iraq

Regarding the Pain of Others

**War, bombing, tanks and occupation have incarcerated the hopes of children and youth.
Can there be any future beyond?**

*"...it is of vast importance that our people reach some general understanding of what the complications really are,
rather than react from a passion or a prejudice or an emotion of the moment...It is
virtually impossible at this distance merely by reading, or listening, or even seeing photographs
or motion pictures, to grasp at all the real significance of the situation.
And yet the whole world of the future hangs on a proper judgment.*

*If this Nation is to remain great it must bear in mind now and in the
future that war is not the choice of those who wish passionately for peace.
It is the choice of those who are willing
to resort to violence for political advantage."*

**George C. Marshall (1880-1959), former General of the Army and United States Secretary of State.
Nobel Peace Laureate 1953**



"Anyone who has proclaimed violence his method inexorably must choose lying as his principle."

Aleksandr Solzhenitsyn (1918-2008), Nobel Laureate in Literature, 1970



Note:

The images below were selected not to politicise but to reflect, to heighten awareness of the suffering and pain of others and to show the mindlessness and repugnance of the cult of war, violence and destruction.

**Credits: Agence France Presse,
Associated Press, Reuters, United Nations and Others**









Marwan Naamani , AFP















Mario Tama / Getty Images





























Iraqis protest, 16 April 2007, in the southern oil city of Basra. Radical cleric Moqtada al-Sadr has pulled his six ministers out of Iraq's beleaguered coalition government, upping the political stakes after a weekend of savage



A woman holds an Iraqi flag aloft as she joins others marching during an anti-American protest in Sha'ab district of Baghdad, Iraq, Monday, April 16, 2007. Some hundreds of people gathered to demand a release of an Iraqi police chief from the US custody. (AP Photo/Adil al-Khazali)



A boy cries while waiting to claim the body of his father, killed in a mortar attack, outside a hospital morgue in Mahmoudiya, 30km (20 miles) south of Baghdad, April 16, 2007. The attack killed two people and wounded 14 others, police said. REUTERS/Ibrahim Sultan (IRAQ)



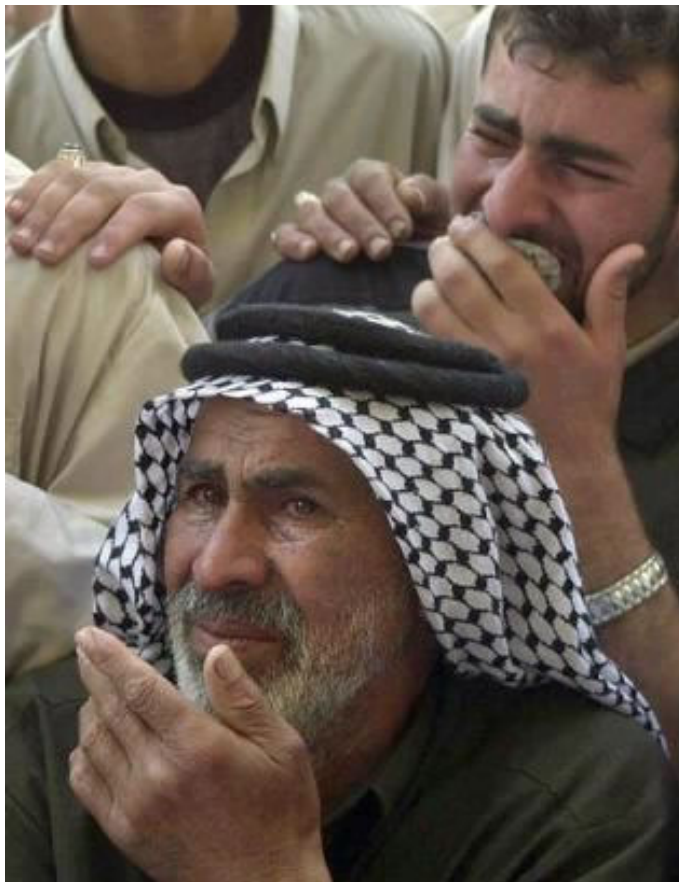
18 April 2007, City of Baghdad, Iraq





























Displaced families living in destroyed barracks in Baghdad.



The sad face of Iraq. Members of a refugee family in Jordan, part of the growing exodus of people. © UNHCR/P.Sands

This collection of images is a working document and will be updated.

SUMMARY

The Human Cost – Our Common Responsibility

UN Humanitarian Coordinators for Iraq, Dennis Halliday (1997-1998) and Hans von Sponeck (1998-2000), resigned in protest of the international policy of sanctions towards Iraq. The sanctions, imposed after Saddam Hussein ordered the invasion of Kuwait in 1990, were described as “genocidal” by Denis Halliday.

Hans von Sponeck stated: ***“What has been done to Iraq in the name of democracy and freedom has no parallel in history.”***

The pre-emptive war against Iraq was started not as widely proclaimed by the Coalition of 49 countries with an interest in defending and advancing humanitarian values and democratic freedom. (The population of Coalition countries is approximately 1.25 billion people, representing every major race, religion, ethnicity in the world from nations from every continent on the globe. Their combined GDP of approximately \$22 trillion.)

The key objectives were and are to gain strategic control of the Middle East Region natural oil resources for corporate and private gain, as well as stimulating and maintaining the vast military/industrial economy dependent on the increase of military defence spending. This includes research and development, the design, engineering, manufacturing and use of new weapons, as well as international arms sales.

John Kenneth Galbraith estimated that in the U.S. alone 40 per cent of all scientists, engineers and technicians are working on military related projects. (See his essay, **A Cloud Over Civilization: Corporate Power is the Driving Force Behind US Foreign Policy – and the Slaughter in Iraq**).

The US/UK led coalition of 49 countries is party and signatory to the United Nations Charter, of which Article II, Section 4, states, “All members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state. ...’ Iraq had not attacked the United States, Great Britain, or any of the other countries. The illegal war of aggression against Iraq is in violation of international law, including the laws enshrined in the U.S. Constitution.

This atrocity, accompanied by forced acculturation and the vast physical destruction of Iraq's infrastructure and housing, universities and schools, and continued remote bombing throughout the country, will seriously affect the spiritual, psychosocial, intellectual, scientific, and material development of following generations. The scale of terror, despair and fear caused by this crime surpasses the much publicized human toll of the 1994 genocide in Rwanda.

- **Based on UN statistics, the imposed sanctions and war against Iraq has caused 2.5 million avoidable deaths, including the deaths of 1 million children under the age of five since 1991. The sanctions brought malnutrition, disease, and lack of medicines. Iraqis became nearly completely reliant on food rations for survival.**
- **Nearly 350 children under the age of five die every day of diarrhea and pneumonia since 1990.**
- **Iraq's population in 2003 was estimated at 28 million. Half of Iraq's population is under the age of 18.**
- **Iraq's population now (2008) is approximately 23 million.**
- **The United Nations University reported that 85 per cent of Iraq's institutions of higher education have been burnt, looted or destroyed. Hundreds of thousands of books, manuscripts, scientific and literary papers, and ancient documents—constituting a people's very identity—have been lost.**
- **It is estimated that up to 1.5 million avoidable civilian deaths, mostly women and children, have occurred after the occupation of Iraq in 2003.**
- **There are now over 5 million civilian Iraqi refugees, 3 million have fled Iraq. (War and political violence cause not only direct psychosocial health problems in the exposed population, but additional trauma in the refugees who attempt to flee the fighting).**

- **Terror, trauma, post-traumatic stress disorders (PTSD), severe injuries and mutilation, widespread disease and chronic illness, are critically affecting the mental and physical health of an estimated 8 million women, children, and men. It will seriously impact the development of future generations.**



Shock and Awe - Achieving Rapid Dominance (December 1996)

National Defense University, United States of America
Study, written by: Harlan K. Ullman and James P. Wade
With: L.A. "Bud" Edney; Fred M. Franks; Charles A. Horner;
Jonathan T. Howe; Keith Brendley

http://www.dodccrp.org/files/Ullman_Shock.pdf



No End In Sight

By Charles Ferguson
Documentary (1:41)

"No End in Sight" won the Special Jury Prize at the 2007 Sundance Film Festival. This is the first film to analyze the policy decisions that led to Iraq's descent into insurgency and civil war after the fall of Baghdad in April 2003. The film lays out the disastrous missteps of the U.S. occupation of Iraq and reveals the magnitude of serious professional incompetence and errors perpetrated by the Bush administration, its ignorance, arrogance, bad or nonexistent planning, cronyism and naiveté.

http://video.google.ca/videosearch?hl=en&q=No+end+in+sight&um=1&ie=UTF-8&sa=X&oi=video_result_group&resnum=4&ct=title#

The film was screened at University of California, Berkeley on April 16, 2007 as part of the "Botero at Berkeley" series. In a follow-up to this screening, the Center for Latin American Studies asked leading public intellectuals in Latin America to comment on the film as well as on the Iraq war and how it has affected their country's perception of the United States.

<http://socrates.berkeley.edu:7001/Events/spring2007/04-16-07-noendinsight/reaction/index.html>



Breaking The Silence – Truth and Lies in the War on Terror (51 min)

Award-winning journalist John Pilger dissects the truth and lies in the 'war on terror'.

He investigates the discrepancies between American and British claims for the 'war on terror' and the facts on the ground as he finds them in Afghanistan and Washington, DC. In 2001, as the bombs began to drop, George W. Bush promised Afghanistan "the generosity of America and its allies". Now, the familiar old warlords are regaining power, religious fundamentalism is renewing its grip and military skirmishes continue routinely. In "liberated" Afghanistan, America has its military base and pipeline access, while the people have the warlords who are, says one woman, "in many ways worse than the Taliban".

In Washington, Pilger conducts a series of remarkable interviews with William Kristol, editor of The Weekly Standard, and leading Administration officials such as Douglas Feith, Under Secretary of Defense for Policy, and John Bolton, Under Secretary of State for Arms Control and International Security.

These people, and the other architects of the Project for the New American Century, were dismissed as 'the crazies' by the first Bush Administration in the early 90s when they first presented their ideas for pre-emptive strikes and world domination. Pilger also interviews presidential candidate General Wesley Clark, and former intelligence officers, all the while raising searching questions about the real motives for the 'war on terror'.

While President Bush refers to the US attacks on Afghanistan and Iraq as two 'great victories', Pilger asks the question - victories over whom, and for what purpose? Pilger describes Afghanistan as a country "more devastated than anything I have seen since Pol Pot's Cambodia". He finds that Al-Qaida has not been defeated and that the Taliban is re-emerging. And of the "victory" in Iraq, he asks: "Is this Bush's Vietnam?"

<http://video.google.com/videoplay?docid=-210088912352527308>



Universal Declaration on Cultural Diversity
United Nations Educational, Scientific and Cultural Organization

This is a legal instrument which recognizes, for the first time, Cultural Diversity as a "Common Heritage of Humanity" and considers its safeguarding to be a concrete and ethical imperative, inseparable from respect for human dignity. 2 November 2001

العربية | 中文 | English | Español | Français | Русский

<http://unesdoc.unesco.org/images/0012/001271/127160m.pdf>



Universal Declaration of Human Rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights (UDHR) the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

(335 different language versions are available)

<http://www.unhchr.ch/udhr/>



**United Nations Declaration on
 the Rights of Indigenous Peoples**

Adopted by General Assembly Resolution 61/295
 on 13 September 2007

<http://www.un.org/esa/socdev/unpfii/en/drip.html>



The State of The World's Children 2007

Executive Summary

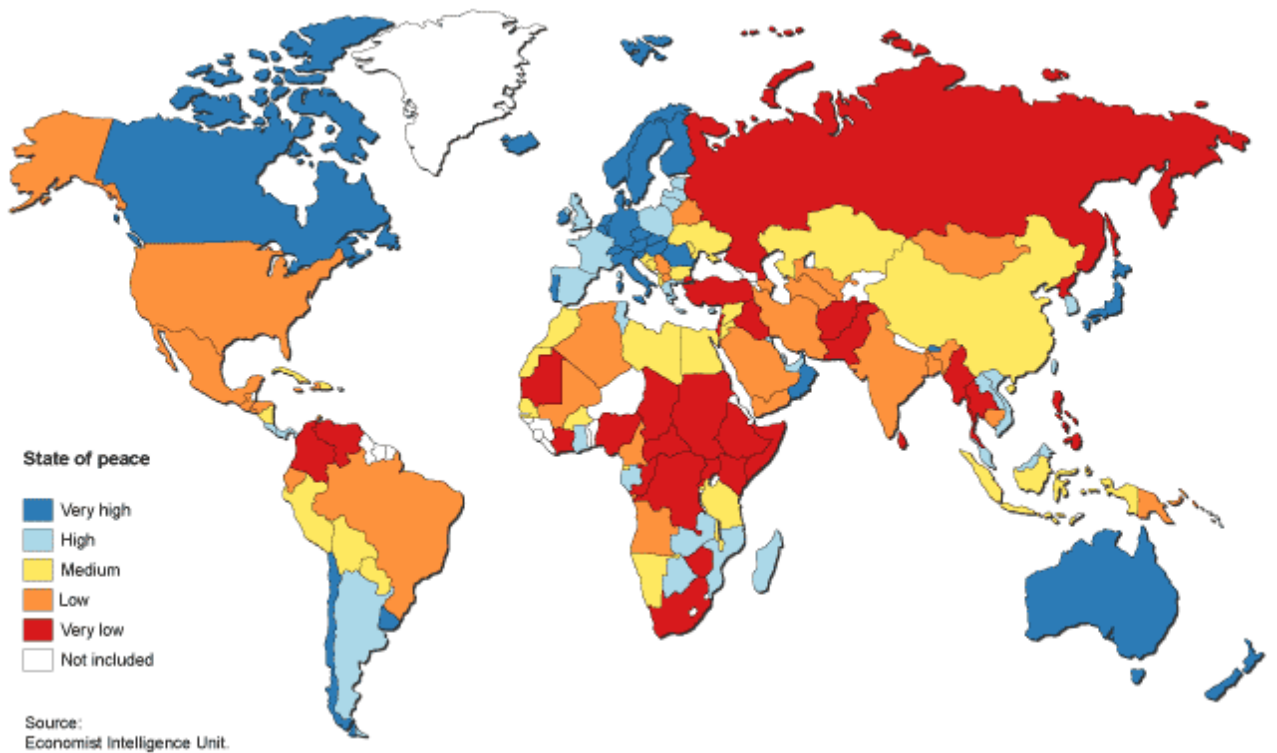
Women and Children

The Double Dividend of Gender Equality

By: The United Nations Children's Fund

http://www.unicef.org/publications/files/The_State_of_the_Worlds_Children_2007_Executive_Summary_E.pdf

State of Peace



Global Peace Index 2008

The Global Peace Index is a ground-breaking milestone in the study of peace. It is the first time that an Index has been created that ranks the nations of the world by their peacefulness and identifies some of the drivers of that peace.

<http://www.visionofhumanity.org/gpi/results/rankings/2008/>



Peace Makers

In this Canadian International Youth Letter the question is raised: “Is peace a goal which can be worked toward effectively? Or must it remain forever a hoped-for but elusive vision? Contributors, each in her or his own way, have fashioned inspiring personal responses. Their lives and writings reveal the presence of an overwhelming commitment to the end of violence, and a wealth of thought and effort borne from this dedication. They show peacemaking to be a process based on each person’s individual struggle for spiritual growth; and they show us that in the end peacemaking is its own reward.

http://www.paep.ca/en/CIYL/2002/hfs_peace_makers.pdf

CANADIAN INTERNATIONAL YOUTH LETTER (CIYL)

Given current world events, a special series has been prepared with an emphasis on science and human affairs. The series incorporates cultural and youth studies as well as research-based information on the science of human behaviour, including the effects of war, destructiveness and violence on youth development, global mental health and the environment. Under the theme '**Exploring New Ways of Knowing – A Meeting of Minds, Science and Human Experience**' it is part of the new project of the **International Youth Network for the Advancement of the Sciences, Humanities and Global Bioethics (IYNet)**.

Contributors are scholars, scientists and engineers of national and international distinction, representing advanced education, the humanities and social sciences, as well as public life and industry. Their progressive ideas, scientific, cultural and social thought for the world and future generations help build and advance constructive dialogue towards universal values and action for a sustainable world community. The CIYL is distributed to students, educators, and the general public in Canada and internationally in 191 countries.

A Meeting of Minds, Science and Human Experience – CIYL Special Series *Educational and Scientific Links – UNESCO, UNEP – Essays and Statistics.*

Part I

[The Impact of Violence, War and Displacement on Children](#)
[The Effects of Trauma on Children,](#)
[Early Child Development and Human Development](#)

Part II

[Iraq's History and Cultural Heritage – Science and Civilization:](#)
[Research Papers and Educational Links for Advancing the Understanding, Study](#)
[and Rebuilding of Iraqi Cultural Heritage, Education, the Sciences and Humanities](#)

Part III

[The Effects of War on the Advancement of Education, Science and Humanity -](#)
[Revitalization of Higher Education in Iraq – Our Common Responsibility](#)

Part IV

[Dialogue Among Civilizations – Dialogue Assumes Equality](#) *Edgar Morin*

[Globalization With a Human Face – Benefiting All](#) *Koïchiro Matsuura*

[Global Ethics – "Do We Still Have Universal Values?"](#) *Kofi Annan*

[A Cloud Over Civilization](#) *John Kenneth Galbraith*

[The Role of the Humanities](#) *Northrop Frye*

[Science and Civilization in Islam](#) *Seyyed Hossein Nasr*

[A Window on the World](#) *Edward Said*

[Who Governs the World in the 21st Century?](#) *Helmut Schmidt*

[On a Politician's Ethics](#) *Helmut Schmidt*

[The Russell-Einstein Manifesto 1955](#)

[Global Bioethics](#)

[The Ethical Theory of Epicurus \(341-270 BCE\) - A Summary](#)

Art, Truth and Politics *Harold Pinter*

War - Realities and Myths *Chris Hedges*

Discovering What Democracy Means *Bill Moyers*

Empire v. Democracy *Chalmers Johnson*

Life is Hanging by a Thread *Jane Goodall*

Remembering Hiroshima and Nagasaki *David Krieger*

After Homo Sapiens, What Next?, *Pamela Peck*

Environmental Science and Planet Earth: Realities and Facts

Opportunities in the Earth Sciences: Making Connections Between Earth and Its People *Godfrey Nowlan*

The Humanistic and Cultural Aspects of Science & Technology Education *Glen Aikenhead*

The Role of Science and Sustainable Development *Angela Merkel*

Science for Whom? The Role of Women in the Next Millenium *Ann Shteir*



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As an NGO member of Forum UNESCO and the UNEP, PAEP takes grassroots initiatives, working with and for youth to advance
the universal values and principles of the United Nations Educational, Scientific and Cultural Organization and UNEP:
To understand and respect cultural diversity as the common heritage of humanity; foster a new transdisciplinary educational,
scientific, environmental and inter-cultural dialogue towards a universal code of ethics for the benefit of future generations;
build awareness, mutual understanding and strengthen international cooperation in the protection and safeguarding
of the world's natural, cultural, intellectual and scientific heritage.

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