

PSYCHOLOGICAL ASPECTS OF DETENTION

OUTLINE OF INSTRUCTION:

1. MOTIVATION: YOUR MOST IMPORTANT TOOL IN CAPTIVITY IS PSYCHOLOGICAL COMPOSURE. YOUR DETAINERS CAN MANIPULATE AND CONTROL YOUR EXTERNAL ENVIRONMENT AS MUCH AS THEY WILL. ~~HOWEVER~~ YOU HAVE CONTROL OF YOUR INTERNAL PROCESSES. PSYCHOLOGICAL PREPARATION IS THE MOST BENEFICIAL THING YOU CAN DO TO REDUCE THE EFFECTS OF DETENTION.
2. CURRICULUM: Pre-detention preparation, Psychological EFFECTS OF DETENTION, COPING WITH DETENTION
3. Pre-Detention Preparation: EACH INDIVIDUAL NEEDS A CONVICTION OF PURPOSE in their mission. This conviction should include an understanding of how you fit into the "big-picture" (individual role, unit mission, service objective, DOD objective, NATIONAL GOALS) ~~MISSION~~

EACH INDIVIDUAL NEEDS A SELF-SUSTAINING CONVICTION AND COMMITMENT OF PURPOSE in what he/she is personally responsible for. — Relate example of Col. Nick Rowe, when relating how he dealt with being confronted by his captors about the anti-war movement in the U.S. he related "Before I was captured I had already made up my mind why I WAS THERE", ... "I didn't like it but it didn't change my conviction or my mission".

4. A. Work on your conviction, eliminate doubt by job proficiency, study, discussion with others, understanding the big picture. Conviction results in a focus of your abilities and a belief in the necessity of your mission.
4. Have your life in order! Unresolved life issues drain energy which could be better used in resisting and coping with detention. Resolve intra-personal issues like self-doubt, anxiety, depression, dissatisfaction, and anger by seeking guidance from peers, family or professionals.

A. Resolve Interpersonal ~~conflicts~~ ~~at~~ at home, work, and in your social life. Do what you can to resolve or reduce ~~this source~~ this source of energy drain.

B. Financial concerns are another ^{major} source of energy drain. Allotments, bank accounts, ^{insurance benefits} etc should be taken care of now.

C. Legal and administrative matters are also important areas to resolve and kept current. Items such as powers of attorney ^{and} your will should be completed and discussed with appropriate others.

D. Professional preparation is vital! ~~complete~~ confidence in your ability to do your job is ~~very~~ necessary. As noted before, it is also important to understand how your job fits in the ~~national~~ NATIONAL scheme of things, both functionally and philosophically.

Because of THE potential of Detention it is important to develop a trust in the good will of others. Accept the fact that should you become a detainee ~~many~~ much of your ability to control your external life will be out of your influence. Trust that your NATION, service, Family, will do their part to secure your release. This trust ^{would} ~~will~~ allow you to focus your energies ~~on these~~ where you ^{could} ~~can~~ in fact exercise control (i.e. resistance posture, code of conduct, ~~and~~ directive avoidance, communication etc).

TRAINING TO Deal with Detention is extremely important. Obviously, you are making this preparation by attending this course. The benefit which comes from this type of training is the result of ~~an~~ ^{an} STRESS inoculation, and stress resolution. ~~You are receiving a great deal of information which educated you to those issues which are critical.~~ The instruction you receive makes you aware of those issues most critical to dealing with Detention. The stress inoculation comes with a realistic exposure to a setting(s) which approximates the potential detention situation you may find your self in. Just like you receive inoculations for potential physical illness, stress inoculation produces psychological antibodies which reduce the overall effects of captivity and improve your ability to resist. The ^{third} ~~first~~ part of your training is stress resolution. Your experience with instruction AND THE Laboratory allow you the

opportunity to "resolve" potential resistance problems in the best way possible by trying them out (or seeing others try them) ~~and then~~ determining how you have done, and making necessary adjustments. A dedicated effort to apply what you have learned in academics in the laboratory AND then examining your performance and resolving any problems you encounter will be the single most important thing you can do to prepare for Detention. This ~~is~~ training can give you a distinct advantage over those who have not received it ~~and~~ should you find your self in a ~~prison~~ Detention situation

~~SLIDE~~ STAGES OF CAPTIVITY STRESS

Once in Detention it is vital that you understand your Detainers motives. From the moment you are Detained (if some form of exploitation is your Detainer's goal) everything your Detainer does will be contrived to bring about these factors: CONTROL, Dependency, compliance ^{AND COOPERATION} ~~AND COMPLIANCE~~

"Collaboration is the most prominent Deliberately controlled force against the prisoner" (Albert Bandura)

A. CONTROL: Your Detainer will work to TAKE AWAY your sense of control. This will be ~~done~~ done mostly by removing external control (ie - sleep, food, communication, light, personal routines etc.) You will need to shift more of your energy AND concentration to internal control (mind control).

B. Dependency: Your Detainer wants you to Feel "EVERYTHING" is dependent on him, From the smallest detail (food, sleep, human interaction) to your release or your very life.

C. Compliance: Your Detainer ~~and~~ wants you to comply with everything He wishes. He will attempt to make everything from personal

comfort to your release unavoidably connected to compliance in your mind.

D. ^{COOPERATION} ~~COLLABORATION~~: This is the ^{2nd} goal of your Detainer. He wants you to see that ~~because~~ he has "total" control of you because you are completely dependent on him, and thus you must comply with his wishes, therefore it is absolutely inevitable that you must collaborate with him in some way (propaganda, special favors, confessions etc)

3. CONFLICTING PRESSURES: THE DETAINER efforts to ~~rept~~ manipulate you ^{will result in you feeling} ~~you~~ pressure. THE DETAINER Hopes this pressure will pull you toward his goal of collaboration. You will also feel the pressure to resist your Detainer. This is a positive pressure, which comes from your commitment AND Honor ~~to~~ TO RESIST. ~~The result of these two~~ ~~sources of pressure is conflict.~~ ~~you will be in conflict constantly, as a detainer.~~ ~~The result of pressure you feel will~~ ~~as you are pulled and pushed by these opposing forces.~~



THIS ~~pressure~~ pressure, to one degree or another, will be constant and even with successful resistance you will feel the push and pull it produces. (When you move TOWARD resistance you will be reinforced by your convictions, peers etc. and punished by your detainer. When you move toward collaboration you are ^{reinforced} ~~reinforced~~ by your detainer and punished by your responsibilities/conviction peers etc, (= Double approach avoidance conflict),

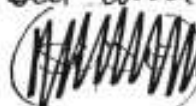


THE MAJORITY OF THE pressure you receive from your Detainer will be ^{the} continued application of stressors which are designed to

manipulate you toward his goal of collaboration (i.e. Fear of the unknown, loss of control, Dehumanization, Isolation, sensory Deprivation, physical Deprivation, Boredom, Depression etc)

~~Captivity~~ ^{Detention} STRESS AND ITS CUMULATIVE EFFECTS: Before we talk about stress in Detention we need to understand some basic information about stress in general. Under normal everyday conditions the typical pattern of human functioning can be compared to a mildly undulating line wave contrasted on the ideal or perfect line of functioning. The ideal line (Homeostasis) is just that, an ideal which is never maintained all the time. The wave line more accurately represents typical, ~~any~~ day-to-day functioning. The waves in the line represent Physical and Psychological stressors which ^{occur in our life} cause us to adjust and seek to move back toward the ideal. (an infection results in increased production of white blood cells, ~~Depressed~~ A depressing experience causes us to withdraw socially, A promotion results in increased responsibility/viability, significant weight loss results in increased attention from the opposite sex, etc) Under normal circumstances we have a tremendous ability to correct these imbalances and move back toward ideal balance.

(* STRESS = ANYTHING THAT CAUSES US TO ADAPT OR ADJUST)

So, we see that stress, in and of its self, is not bad. Stress, in fact, results in improved performance when experienced at optimum levels (exp. stress results in improved muscle strength, intellectual ability, coping behavior, endurance etc). However the relationship between stress and performance is not linear. Initially, as stress increases so does performance but when stress continues at increasing levels performance declines.  In normal, every day life we are usually able to maintain a desirable balance between

stress and performance. Only infrequently do we experience a decrease in performance caused by too much stress. When this happens, because we have control of our world, we make the necessary adjustments to reduce the pressures of stressors and as a result we move back to the optimum balance position peak performance range. (remember tacometer example)

~~The stress of Detention will also~~ ~~the Detention situation~~ ~~will also~~ increased performance. The Detainee will mobilize higher resistance and coping mechanisms and ~~be~~ prepare to deal with the situation. Unlike every day experiences however AS A Detainee we could be subjected to stressors/coercive pressures ^(refer to exploitation report) which we cannot completely control. If these stressors are manipulated and increased against us, the cumulative effect can push us out of the optimum range of functioning. This is what the detainer wants, to get us "off balance". The detainer wants us to experience a loss of composure. in hopes we can be manipulated into some kind of collaboration. ~~This cumulative pressure/stress is designed to "wear one down" to a point where he/she~~ He does not, however, want to push us too far because that would degrade the ^{apparently} cooperative appearance he hopes to obtain. ~~But~~ If the Detainer would choose to push us as far as he could (worst case scenario) in terms of applying all the physical and psychological pressure he could what would happen? ~~What would happen?~~ If we were subjected to that much stress we would experience "Loss of consciousness". In this state we would be of no collaboration value. ^(if in this state you would be safe) In fact in the eyes of the world this would be a liability for our Detainee. ~~because it does not serve his purpose we do not believe~~

what if you were not pushed to unconsciousness but your Detainor still ~~pushed~~ overwhelmed you with significant stress? In this range you would experience "Loss of Reality". ~~Again~~ ~~this would not serve his purposes~~. It would be obvious to any neutral observer that your behavior was psychologically compromised. Again, in that sense you would be safe. ~~The most likely range your Detainor will be starting to put you in is not that~~ ~~same in its own right~~ It is not in these same states your detainor want you, rather he wants you at the stage of "Loss of composure". ~~Just as your~~ ~~performance starts to drop because of the stress you are~~ ~~experiencing you enter this range of "Loss of composure"~~. This is where you are most vulnerable to exploitation. This is where you are most likely to make mistakes, show emotions, act impulsively, become discouraged etc. You are still close enough to being intact that you would appear convincing ~~and~~ ~~your~~ behavior would appear uncoerced.

5. STRESS WARNING SIGNS:

There are some universal reactions which ~~can serve as a warning~~ ~~with signal you that~~ ~~to help you avoid~~ ~~making mistakes~~ ~~and~~ ~~experiencing~~ ~~loss of composure~~ ~~that include~~. When you become aware of these reactions ~~to~~ you should use your resistance and coping techniques to get your self back to the optimum range of performance. The signals include:

a- INTENSE emotions not well controlled such as

ANGER
Resentment
Depression
Fear
Anxiety

b- impulsivity

c- INTELLECTUALIZATION - need to prove competence

- D - Arrogance
- E - HYPERVERBALIZATION
- F - HYPERVIGILANCE
- G - Heightened self orientation
- H - using "black and white responses"
- I - Having a TOTAL success or failure orientation
- J - unrealistic expectations of self or others
- K - Guilt over mistakes
- L - poor attention span
- M - Difficulties with Decision making
- N - ~~Regression~~ Regression

II. UNIVERSAL COPING METHODS:

To help the detainee with resistance and coping with detention there are some universal coping methods which have proven to be effective over time by individuals in a variety of detention settings. These methods include:

- a - Take control ~~of~~ (internal and external when possible)
- b - Communicate
- c - set realistic goals
- d - use humor
- e - faith keeping
- f - understand your Detainees motives
- g - ADAPT (Food, language, culture, Fellow Detainees)
- h - organize self/sleep
- I - Discipline self, have a regular duty day

**PSYCHOLOGICAL ADVANCES IN TRAINING TO SURVIVE
CAPTIVITY, INTERROGATION AND TORTURE**

A PAPER PRESENTED FOR THE SYMPOSIUM: ADVANCES IN CLINICAL PSYCHOLOGICAL
SUPPORT OF NATIONAL SECURITY AFFAIRS, OPERATIONAL PROBLEMS IN THE BEHAVIORAL
SCIENCES COURSE (J302R9186-000)

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OVERVIEW OF THE HISTORY OF CAPTIVITY, INTERROGATION & TORTURE

The use of captivity, interrogation and torture has a history as long as man. Modern, complex societies have made some changes in the technologies of application, however, the motives for implementation have remained constant over time. Perhaps this consistency is intrinsically connected to the basic substrates of human behavior. The data yielded from present psychological research points to related behavior which can be predictably elicited from normal population samples with alarming ease and magnitude of response. The rationales which appear consistently over time in captivity interrogation and torture settings include: A method to induce compliance to a held philosophy, a method to obtain information, a method to deter aggression, a method to intimidate and thus reduce the probability of opposition, and though not as common in recent times, a vehicle to obtain forced labor.

These manipulations of human behavior became "legitimized" in the 17th century in terms of the formulation of "legal" statutes addressing their proper application. During this period of time, and well into the 18th century, captivity, interrogation and torture were part of ordinary criminal and military procedure they were regularly employed to investigate and prosecute. Political and military forces enjoyed almost unrestricted latitude in the use of these devices. The only moderating influence was the institution of religion (which also actively utilized these methods) which imposed superficial restraints such as "never on Sunday or legal holidays."

With the raising of human consciousness at a humanitarian level, toward the end of the 1st quarter of the 18th century by individuals like Beccaria in Italy and Voltaire in France, the leading states of Europe abolished judicial torture and what was considered inhuman use of captivity and interrogation. These changes stemmed the wide spread and common application of captivity interrogation and torture, however exceptions associated with political and military emergencies remained in force. These same basic rationales and preconditions persist today and are typically associated with emergency special legislation, suspension of legal remedies, and declaration of war. The most recent attempts to interdict the use of captivity, interrogation and torture include 1) Universal Declaration of Human Rights (1948) 2) Geneva Conventions (1949), 3) International Covenant on civil and political rights (1966), 4) UN Declaration of the protection of all persons from torture and other cruel, inhuman or degrading treatment or punishment (1975). Notwithstanding all the collective positive efforts of these agencies and articles, captivity, interrogation and torture persist. In terms of the military and its declared and undeclared extensions of power, captivity, interrogation and torture are potential realities for all combat and unconventional national security forces. Training to survive these potential realities is necessary to ensure optimum levels of military readiness and application by our National Security Resources.

THE ESTABLISHMENT OF USAF SURVIVAL TRAINING

The organization of the USAF Survival School/Resistance Training was a direct extension of the work done by the working group on Survival Training. The psychologists assigned with the initial implementation of AF resistance training were members of the working group. When the training was activated they returned to their academic and private stations. Psychological support to AF survival training was provided by civilian and military consultants until 1976. In August 1976 a HQ AF IG special inspection team (PN76-644) requested the assignment of a full time clinical psychologist to provide a consultation and stress monitoring service to the 3636 CCTW. Dr Brian Sugden arrived at the survival school in Oct 1976 and over the following three years developed a comprehensive stress monitoring program for survival instructors and Wing consultation services. Dr Sugden was succeeded by Dr Eric Goldfeder and in 1985 I followed Dr. Goldfeder as the Chief of Psychology Services, USAF Survival School.

UNDERSTANDING THE PRISONER OF WAR ENVIRONMENT

Prior to addressing psychological advances in survival training, it is necessary for the reader to have a basic understanding of the PW environment.

In terms of both Code of Conduct expectation and the reality of captivity, the prisoner of war (PW) faces four alternative outcomes of his or her behavior, 1) Survival with honor, 2) Death with honor, 3) Survival without honor, 4) Death without honor. This double approach-avoidance situation results in two goals toward which behavior may be directed. A) Collaboration, B) Resistance. Because these goals are, in their essence, opposite from each other any force which moves the PW toward one also moves him away from the other. In terms of reward and punishment paradigm's, the enemy will reward him if he collaborates and punish him if he resists. His friends will punish him if he collaborates and reward him if he resists. (See fig. 1)

This issue of collaboration is "the most prominent deliberately controlled force against the PW." The ability of the PW to successfully resist collaboration and cope with the obviously severe approach-avoidance conflict is complicated in a systematic and calculated way by his captors. These complications include: Threats of death, physical pressures including torture which result in physiological disturbances or deterioration, inadequate diet and sanitary facilities with constant debilitation and illness, attacks on the mental health via isolation, reinforcement of anxieties, sleeplessness, stimulus deprivation or flooding, disorientation, loss of control both internal and external locus, direct and indirect attack on the PWs standards of honor, faith in himself, his organization, family, country, religion or political beliefs. The enemy will seek to create an apparent conflict between survival and the maintenance of honorable behavior.

"However, few seem to be able to hold themselves completely immune to such rigorous behavior throughout all the vicissitudes of long captivity."

Confronted with these conditions, the unprepared prisoner of war experiences unmanageable levels of fear and despair.

TRAINING TO SURVIVE CAPTIVITY, INTERROGATION, AND TORTURE

(Specific techniques taught to and implemented by the military member in the PW setting are classified and will not be discussed in this paper. More general unclassified approaches to resistance training will be addressed).

"It is the consensus of scientific opinion that fear of the unknown constitutes a greater threat than does a realistic respect for known danger."
(Albert Biderman)

The resistance training of combat forces must prepare them to evade, hinder, resist the efforts of interrogation and collaboration, avoid intentional and unintentional disclosure of sensitive information, maintain effective PW organization, use diversion or harassment to resist indoctrination, to escape, to honor themselves and the code, to survive with physical, mental and moral integrity. Given the PW environment described above, this is no easy task.

Overall psychological training approaches and specific tactics used in resistance training are drawn from a multi-discipline approach. From behavioral theory application of desensitization, stress inoculation, basic classical and operant conditioning paradigms, are used. The cognitive approaches provide applications for restructuring and behavioral rehearsals. Social systems and group process approaches form the basis of training on organizational and communications skills, humanistic, existential, and psychodynamic approaches provide recognition models which allow personal construct formation for individual PWs, learning theory insures comprehensive and retrievable training memory over time.

The basic frame work for resistance training was conceptualized as a three phase approach. The 1st phase is initial detention under realistic but not severe conditions. During this part of training the student becomes aware of what he/she must learn. The second phase is an intermediate learning phase. Here specific resistance skills are demonstrated and practiced. The student also receives training directed at understanding captors motives, the Code of Conduct, and the Geneva Convention. The third phase of training consists of a realistic simulation of captivity conditions. In this laboratory the individual applies the understanding and skills he/she has acquired, in an environment of intense realism. With some variations this basic training regimen is followed throughout the DOD Survival/Resistance training.

Considering the goal of resistance training (to return with honor), the process must place a critical block of information into long term memory stores. This needs to be done in a manner which renders the information highly resistant to deterioration over a span of up to thirty years. The recall ability across this time span should remain vivid and accurate; and the cognitive set associated with the information block should be one which provides the PW with a realistic confidence in his or her ability to cope with captivity.

Applied cognitive and social learning theory approaches have provided a design to accomplish this segment of training. As viewed from a sterile laboratory perspective the method is straightforward.

The subject receives basic information related to the research problem at hand. A heightened state of emotional and physiological arousal is induced in the subject. The treatment variables produce a significant level of cognitive dissonance in the subject. Attempts to resolve the training problem result in multiple errors which increase the subjects levels of dissonance and psychophysical arousal. Key problem solving information is provided the subject on a variable interval reinforcement schedule (the variability is based on criterion referenced behavior of the subject) with the emittance of each criterion behavior the subject is exposed to an additional variation of the training problem. When the predetermined amount of training exposure is attained, the induced psycho-physiological arousal and dissonance are removed and the subject is provided immediate non restricted access to all training purposes. The subject is free to explore the training setting untill satiated. This approach in its skeletal form has been shown in the research data to be effective for humans as well as a significant cross section of laboratory animals.

In terms of resistance training, this design is a combination of the second and third phases of training. The training problem and treatment variables are simulations of the captive environment which hold the highest probability of confronting the PW based on current intelligence. Data collected from classified research studies and comparative reports of former PW who have and have not experienced this training suggest it is highly successful in reaching the goal described above; long term memory storage of critical information which is resistant to deterioration and can be accurately recalled in a specific cue stimulus setting.

In understanding resistance training it is clear that many attitudes of successful resistance are products of constitutional or lifelong social, ethical and spiritual development and will not be greatly modified by training. For this reason resistance training is not an attempt to modify basic values or traits, rather to provide skills which the student can apply in realistic training. It is there "under fire" of realistic simulation any modification of attitudes which are going to happen in training will take place. Attainment of confidence is central to this training. It is critical the Resistance Training student be shown that successful resistance is possible in spite of the fact that unsuccessful experiences typically occur in the course of resistance.

It is at this juncture that the data provided by group process studies provides vital input for resistance training. Group organization and communication are essential for successful resistance. What is subjectively an individual failure for a PW can be modified and lose its potential to lower resistance when support is provided through group process. The term "Bounce Back" coined by our former PWs represents the individual and collective means to "regroup", reassess, and recommit after perceived personal failure. Training in PW group organization skills provides a model for mutual support of individual PWs and their ability to resist collectively, follow the "code" and return with honor.

Resistance Training students must leave training with useful resistance skills and a clear understanding that they can successfully resist captivity, interrogation or torture. The psychological and physical manipulations of the captor may result in "bruising" but they will remain "unbroken." All this is done, "that they shall survive with honor."

CONCLUSION AND RECOMMENDATIONS FOR FURTHER RESEARCH

From the inception of national security interest in the training of individuals to survive captivity, interrogation, and torture, to the present, psychological theorists, researchers and clinicians have played the central role in development and refinement of resistance training methods. Over this 40 year span, a constructive eclectic application of current psychologies has resulted in optimum psychological preparation of students to resist captivity and "return with honor". This influence continues today and will into the future as a vital part of ongoing advances in psychological support of national security affairs.

A multitude of research options related to training to survive captivity, interrogation, and torture exist. Examples include:

- applications of cognitive dissonance theory
- applications of behavioral conditioning and reinforcement schedules in severe stress environments
- Theoretical analysis of the Code of Conduct and its utility for the PW

- variants of group process in the captive environment
- use of cognitive techniques to combat interrogations and torture
- Relation of the Stockholm syndrome to PW environment
- applications of Milgrams studies to the PW environment
- refinement of stress inoculation techniques to the captive environment
- determining the measurability of optimum stress levels in training of students to resist captivity
- feasibility of matching resistance techniques to constitutional behavior types
- improving instructor training to find the optimum educator/captor role balance
- The use of autogenics, hypnosis and relaxation techniques as resistance strategies

The avenues appear inexhaustible. Due to the classification of the majority of specific psychological applications to this training, however, proper DOD and AF authorities must be consulted prior to the gathering, analysis and reporting of data. Interested parties can contact myself for assistance.

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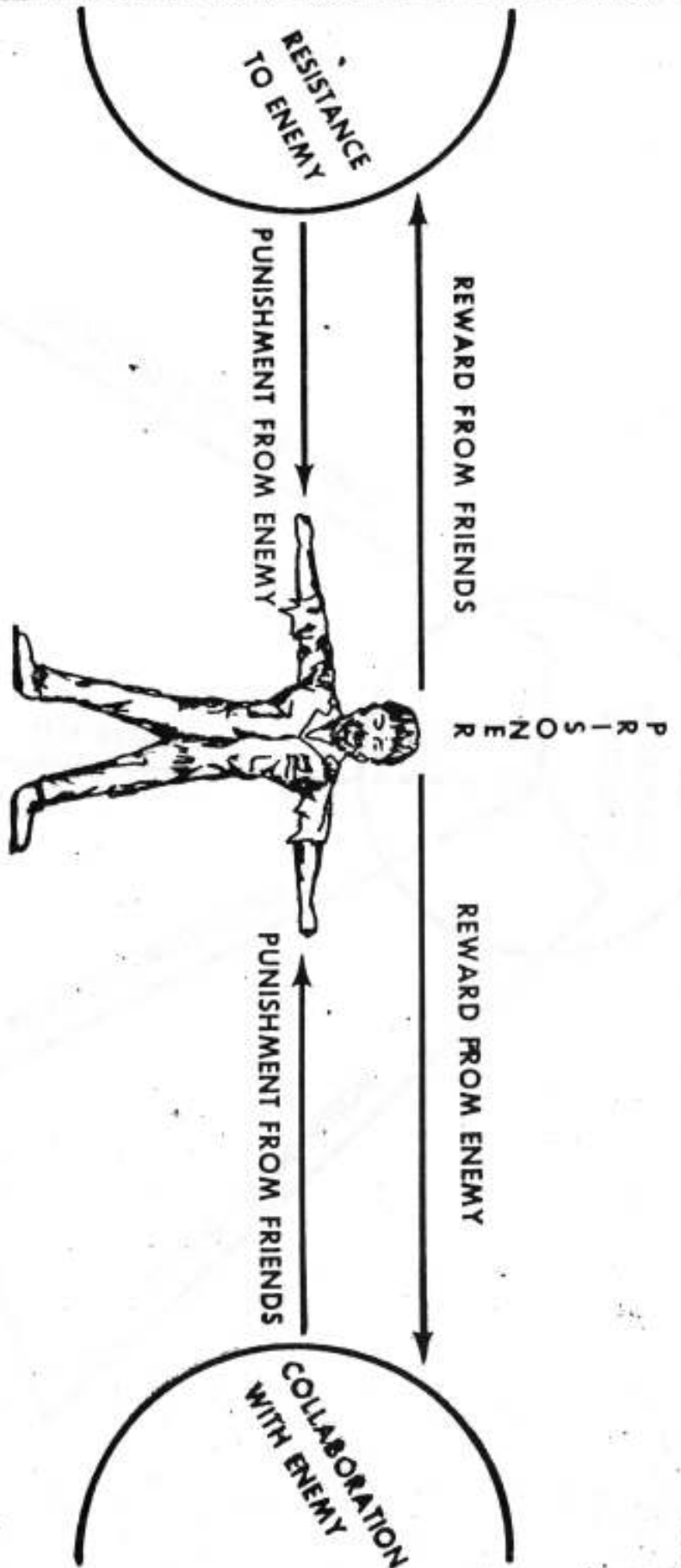
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