

Yet despite the social and material benefits that Zionism has offered up, it has taken from both Jewish and Palestinian communities, as well as the wider region, and, Karmi argues, the entire world. For example, in her conversations with Jews in London, she feels the establishment of Israel has ushered in an increased separation, in which some of them have ‘come to see themselves as located elsewhere’ (p. 80). For her, the most worrying aspect is the way they have adopted ‘moral values’ of the Israeli state, defending, for instance, the 34-day assault on Lebanon in 2006, in which Israel killed over a thousand Lebanese, displaced nearly a million, and cost millions of pounds in damages, including £34 million alone in oil spills from bombed fuel depots (p. 31). In this context, Karmi shares alarm at the new anti-semitism and wonders how the ‘psychological suspension between two societies could be of ultimate benefit to non-Israeli Jewish communities’ (p. 80).

Reflecting on a history of Arab peace initiatives, two-state solutions, and one-state initiatives and also the moves made to follow in South Africa’s footsteps, Karmi concludes that the principal stumbling block in the Palestinian–Israeli impasse is the rejection of the *concept* of inclusion. She argues that a common identity, sense of belonging and social cohesion could wear away ‘supremacist ideas, discrimination on ethnic or racial lines and [the] sense of exclusive ownership’ (p. 253). If she is right, she has put her finger on a thread that weaves together refugee crises around the world, and which hopefully could promote their just and lasting resolution.

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doi:10.1093/jrs/fen017

A World Turned Upside Down: Social Ecological Approaches to Children in War Zones.

Edited by Neil Boothby, Alison Strang and Michael Wessells. Bloomfield, CT: Kumarian Press, 2006. 272pp. \$26.95. ISBN 13: 978 1 56549 225 7.

A World Turned Upside Down is the culmination of a lengthy process of research and reflection by academics and practitioners who have been concerned with how best to respond to the psychosocial needs of populations affected by war. In particular, the book has focused on the role psychosocial assistance should play with children caught up in conflict. An edited book, it captures the distillation of findings, models, policies and recommendations of many while managing to reflect an emerging consensus.

The authors are nearly all psychologists who have spent considerable time in conflict settings as well as academic libraries and lecture theatres. Out of these contexts they bring real children, plausible settings and considered opinions. They all also cite in their chapters, the scholarship of many other academics and practitioners who have likewise struggled with how best to address the mental health needs of families and children in war zones. The book engages with the controversies that have surrounded psychosocial work in recent decades. It locates these controversies in real case studies that highlight the nature of today’s wars and the violence that emanates from them. The book also moves beyond these case studies and controversies to models of explanation, recommended approaches and programmatic suggestions based on field tested findings.

Of particular interest in this publication are some of the topics not always addressed in books on psychosocial assistance. Wessells and Strang engage with the thorny topic of religion, noting the prominent role it plays in modern conflict; they

question the role it plays with children, examining whether religion is a resource or a risk. Ager looks at the role of family as a locus for humanitarian intervention and considers the topic 'when families do more harm'. He concludes by giving consideration to two issues that again are not always readily tackled in relation to war: Where is love? And what is good? One could argue that Ager is engaging with the very fundamental issues that are thrown up in war.

Little is left out of this volume, which encompasses culture and gender economics. It even takes in a longitudinal study by Boothby, who reports on research that has followed children over 16 years in search of what may have facilitated their reintegration and reconciliation after war.

The book is comprehensive and informative, making it a 'must read' for practitioners. The only thing that would add to it would be the voice of the children themselves. In spite of the comprehensive body of work included in this volume, I am left wondering how much children would recognize themselves in these chapters and whether they would have additional topics to explore.

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doi:10.1093/jrs/fen018