

2020 Online International Summer School in Comparative Conflict Studies

June 22 – 27, 2020

Violence, War and Trauma

Prof. Marie Breen-Smyth

COURSE DESCRIPTION

This course will examine the classification of violence; its forms and motivations; governance and regulation of violence; and its physical, psychological and political effects and uses. It will address questions such as: whether all violence can be considered political; the changing social construction of violence; how a context of violence tends to bifurcate thinking and ways of knowing; how violence becomes enculturated; and whether it can be seen as a form of communication. It considers individual and collective state and non-state violent actors; normative and legal definitions and contexts of violence; and how violence is legitimized or de-legitimized. The effects of violence are considered in historical perspective, the effects of war on populations, the aftermath of political violence for combatants, and the changing understandings of the impact of violence on individuals.

COURSE STRUCTURE

- Theoretical introduction to violence, its definition, causes, forms, prevalence, trends and contexts
- An examination of violence in systems of subordination, namely race and ethnicity; gender and sexuality; and socio-economic inequality and class.
- Methods and politics of casualty counting
- Military training, learning to kill, veterans and former combatants
- Violence, the uses of suffering and the politics of victimhood
- The concept of trauma and the regulation of suffering

CASE STUDIES MAY INCLUDE:

- Violence and its proponents: militarism
- Legitimizing and delegitimizing violence; the case of 'terrorism'
- All topics will be illustrated by practical examples drawn from research and experience in the US, UK, Northern Ireland, Israel/Palestine, Pakistan and India, South and West Africa and any other societies contributed by students.

BACKGROUND READINGS

This selected list of readings will help you prepare for the course and may be used as entry points to our week's discussions. You are encouraged to read (and listen) CRITICALLY be aware of political affiliations and possible biases, your own and those of others. You are encouraged to find your own further readings and bring these to class discussions.

Some suggested general background readings:

1. Bernstein, R.J. 2013. Violence: Thinking without Bannisters. Polity
2. Butler, J. 2010. Frames of War. Verso.
3. Collins, R. 2008 Violence: A micro-sociological theory. Princeton.
4. Demmers, J. 2012. Theories of Violent Conflict: an introduction. Routledge.
5. Donnelly, P.D. and Ward, C.L. 2015. Oxford Textbook of Violence Prevention. Oxford University Press
6. Zizek, S. 2009. Violence. Profile.

RELEVANT MOVIES INCLUDE

1. Attenborough, R., & RCA/Columbia Pictures Home Video (Firm). (1982). Gandhi. Burbank, CA: RCA/Columbia Pictures Home Video.
2. Pontecorvo, G., Solinas, F., Haggiag, B., Martin, J., Saadi, Y., Kerbash, S., Paletti, U., ... Criterion Collection (Firm). (2004). La Bataille d'Alger =: The Battle of Algiers. Irvington, N.Y: Criterion Collection.
3. Loach, K., O'Brien, R., Laverty, P., Murphy, C., Cunningham, L., Delaney, P., Fitzgerald, O., ... Genius Products, Inc. (2007). The Wind That Shakes the Barley. London: Sixteen Films.
4. Jordan, N., Woolley, S., Neeson, L., Quinn, A., Rea, S., Rickman, A., Roberts, J., ... London Weekend Television (Firm). (1997). Michael Collins. Burbank, CA: Warner Home Video.
5. Trotta, M. ., Katz, P., Brokemper, B., Rixin, J., Sukowa, B., Milberg, A., McTeer, J., ... Zeitgeist Films. (2013). Hannah Arendt.
6. aid, E. W., Glass, C., Guttenplan, D. D., Dibb, M., ICA Projects (Firm), & First Run/Icarus Films. (2004). Edward Said: The last interview. Brooklyn, NY: First Run/Icarus Films.
7. Guzmân, P., Bidou, J., Arriagada, J., JBA production., Films de la passerelle (Firm), & First Run/Icarus Films. (2004). Salvador Allende. New York, NY: First Run/Icarus Films.
8. Salles, W., Rivera, J., Nozik, M., Tenenbaum, E., Tenkhoff, K., García, B. G., Maestro, M., ... Universal Studios Home Video (Firm). (2005). The Motorcycle Diaries =: Diarios de motocicleta.

COURSE OUTLINE BY DAY

DAY 1 - MONDAY, JUNE 22

Synchronous Session 1

1. Group introduction & introduction to the course
2. Theoretical Frameworks: defining violence: Galtung and friends.

Preparatory reading before the session:

- Galtung, J. (1969) Violence, Peace, and Peace Research Journal of Peace Research, Vol. 6, No. 3 (1969), pp. 167-191.
- Wilkinson, R. (2004) Why is Violence More Common Where Inequality is Greater? *Ann. N.Y. Acad. Sci.* 1036: 1–12 (2004).

Synchronous Session 2

1. Power, inequality, subordination and violence
2. Q & A

Preparatory reading before the session:

1. Peter D. Donnelly and Catherine L. Ward (2014) Interpersonal violence: a global health priority, in *Oxford Textbook of Violence Prevention: Epidemiology, Evidence, and Policy* Peter D. Donnelly and Catherine L. Ward (2014) Oxford University Press.
2. Nancy Levit (2002) Theorizing the Connections Among Systems of Subordination.
3. Breen-Smyth, M. New Model Handout.

Asynchronous session reflection

1. How can we draw a line around what constitutes violence?
2. How is violence related to its context?

View at least two of the following:

1. See the legendary Gloria Steinem: Gender domination "a root cause of violence" (Dec. 4, 2015)
2. See a rather long talk by Thomas Piketty on Wealth, Income and Inequality or the cartoon version
3. Listen to this account of domination and subordination in relation to 'race'. By Queen Ifama Uchefuna
4. YOU can link this to world politics and systems by watching accounts of imperialism

DAY 2 - TUESDAY, JUNE 23

Synchronous Session 1

1. Written review of day 1: Implications of Galtung's definition; inequality and divided societies?
2. Prospects for violence: Is violence getting worse or better? Does the answer depend on who you are?

Preparatory reading before the session:

1. Is Stephen Pinker ('Better Angels of Our Nature') right? See his Ted Talk
2. Then see John Gray's review of it
3. Then you can read this review: Ryan, C. (2011) "Steven Pinker's Stinker on the Origins of War: Did Steven Pinker knowingly mislead his audience at TED?"

Optional Further reading

- Pinker, S. (2012) *The Better Angels of Our Nature: Why Violence has Declined*. Penguin
- Tilly, C. (2003) *Varieties of Violence* in Tilly, C. *The Politics of Collective Violence*, Cambridge University Press.

Synchronous Session 2

- Forms of collective violence; politics, the Global War on Terror and the normalisation of war, and the military industrial complex.

Preparatory reading before the session:

1. Pilisuk, M. and Rountree, J.A. (2015) Chapter 3: 'The Hidden Structure of Violence' in Pilisuk, M. and Rountree, J.A. (2015) *The Hidden Structure of Violence* New York: Monthly Review Press.
2. MacPhee, G. and Naimou, A. "What the World Looks Like" On Banality and Spectacle. *College Literature*, Volume 43, Number 1, Winter 2016, pp. 3-21.

Asynchronous session

- Make a brief written evaluation of their learning, reflections and questions on the day on the course.
- Watch: Andrew Bacevich: "The New American Militarism"
- And a short film of women defining militarism

DAY 3 - WEDNESDAY, JUNE 24

Synchronous Session 1

1. Written review of day 2: **The role of various actors in the production of violence**: politics, voters, the arms industry, the military?
2. **The institutionalization of violence**, military training and learning to kill

Preparatory reading before the session:

1. Pilisuk, M. and Rountree, J.A. (2015) Chapter 2: 'Killing: War and The Minds of Men' in *The Hidden Structure of Violence*, New York: Monthly Review Press.
2. Molloy, B. (2007). Why Can't Johnny Kill? The Psychology and Physiology of Interpersonal Combat. In B.P.C Molloy (ed) *The Cutting Edge: Studies in Ancient and Medieval Weaponry* combat-archaeology.org, Jan 1, 2007.

Synchronous Session 2

- **Gun cultures, aggrieved masculinity**
- **The role of gender and masculinity**

Preparatory reading before the session:

1. Cynthia Cockburn (2010) Gender Relations as Causal in Militarization and War, *International Feminist Journal of Politics*, 12:2, 139-157.
2. Myrtilinen, Henri (2003) "Disarming masculinities" Women, men, peace and security. *Disarmament forum*.
3. Kalish, R. and Kimmel, M. Suicide by mass murder: Masculinity, aggrieved entitlement, and rampage school shootings. *Health Sociology Review* (2010) 19(4): 451–464.

Optional further reading

1. Brandzel, A. and Desai J. (2008) Race, Violence, and Terror: The Cultural Defensibility of Heteromale Citizenship in the Virginia Tech Massacre and the Don Imus Affair *Journal of Asian American Studies*, Volume 11, Number 1, February 2008, pp. 61-85.

2. Grossman, D (1996) 'The Full Spectrum of Atrocity.' pp 195-212 in *On Killing: the psychological cost of learning to killing war and society*. Back Bay.

Asynchronous session

1. Make a brief written evaluation of their learning, reflections and questions of your day on the course.
2. Watch a short introduction to gun violence in the US
3. Watch Philip J. Cook, PhD, ITT/Sanford Professor of Public Policy, and Professor of Economics and Sociology, at Duke University on 'The Economic and Social Costs of Gun Violence'
4. Watch Jill Messing, Associate Professor, School of Social Work, Arizona State University on 'Guns and Intimate Partner Violence: What the Research Tells Us'

DAY 4 - THURSDAY, JUNE 25

Synchronous Session 1

1. Written review of day 3: Thoughts on military recruitment, training, gender and gun cultures.
2. **The human costs of war:** the nature and distribution of suffering
3. **The concept of 'trauma'** and models of assessing impacts

Preparatory reading before the session:

1. Antonio Ugalde and Patricia L Richards, University of Texas, Austin, USA Anthony Zwi, Health Consequences of War and Political Violence London School of Hygiene and Tropical Medicine, UK.
2. Summerfield, D. (2003) War, Exile, Moral Knowledge and the Limits of Psychiatric Understanding: A Clinical Case Study of a Bosnian Refugee in London *International Journal of Social Psychiatry* 2003; 49; 264.
3. Summerfield, D. (2004) Cross cultural perspectives on the medicalisation of human suffering. in: Posttraumatic Stress Disorder. Issues and Controversies. Ed G.Rosen. John Wiley 2004.
4. Bracken, P. Giller, J.E. and Summerfield, D. Rethinking Mental Health Work with Survivors of Wartime Violence and Refugees *Journal of Refugee Studies* Vol. 10. No. 4 1997.

Synchronous Session 2

1. **The concept of 'victim' and the politics of victimhood.**
2. **Q &A**

Preparatory reading before the session:

1. Noor M, Shnabel N, Halabi S, Nadler A. (2012) When Suffering Begets Suffering: The Psychology of Competitive Victimhood Between Adversarial Groups in Violent Conflicts *Personality and Social Psychology Review* 6(4) 351– 374.
2. Smyth, M. (2001) The 'discovery' and treatment of trauma in Northern Ireland.
3. Breen-Smyth M. (2018) The Uses of Suffering: Victims as Moral Beacons or Icons of Grievance. In: Druliolle V., Brett R. (eds) *The Politics of Victimhood in Post-conflict Societies*. St Antony's Series. Palgrave Macmillan, Cham.

Asynchronous session

1. Students are asking to make a brief written evaluation of their learning, reflections and questions on your on the course.
2. Watch a **lecture by Derek Summerfield** where he talks about the medicalization of distress and the rise of psychological therapies which aggrandize the Western agencies, what he calls "Psychiatric imperialism exported to disaster and conflict affected countries with the assumption that people are suffering from PTSD and trauma".
3. Watch a film about the human impact of the Northern Ireland conflict
4. Watch a film about injury in the same conflict

DAY 5 - FRIDAY, JUNE 26

Synchronous Session 1

1. Written review of day 4: Thoughts on trauma and victimhood.
2. **Terrorism, legitimation and de-legitimation of violence.**

Preparatory reading before the session:

1. Oliver P. Richmond & Jason Franks (2009) The impact of orthodox terrorism discourses on the liberal peace: internalisation, resistance, or hybridisation?, *Critical Studies on Terrorism*, 2:2, 201-218.
2. Marie Breen Smyth, Jeroen Gunning, Richard Jackson, George Kassimeris & Piers Robinson (2008) Critical Terrorism Studies—an introduction, *Critical Studies on Terrorism*, 1:1, 1-4.
3. Jeroen Gunning & Richard Jackson (2011) What's so 'religious' about 'religious terrorism'?, *Critical Studies on Terrorism*, 4:3, 369-388.

Synchronous Session 2

- War resisters, refusniks and conscientious objection.

Preparatory reading before the session:

1. Ovadia Ezra (2006) Consistency and Selective Disobedience, *Peace Review*, 18:2, 183-188.
2. Doğu Durgun (2019) Beyond silence and voice: gender, sexuality and antimilitarism in Turkey and Israel, *Citizenship Studies*, 23:2, 139-155.
3. Andreas Yiannaros (2018) Refusing to Kill: Selective Conscientious Objection and Professional Military Duties, *Journal of Military Ethics*, 17:2-3, 108-121.
4. Insook Kwon (2013) Gender, Feminism and Masculinity in Anti-Militarism, *International Feminist Journal of Politics*, 15:2, 213-233.

DAY 6 - SATURDAY, JUNE 27

Synchronous Session 1

1. Written review of day 5: Thoughts on trauma and victimhood & refusniks.
2. Pacifism

Preparatory reading before the session:

1. Kevin Klement (1999) Is pacifism irrational?, *Peace Review*, 11:1, 165-170.
2. Butler, J. (2009) *Frames of War*. New York. Chapter 5 The claim of non-violence.

Asynchronous session

1. Watch: Pacifism: watch Nonviolence and Peace Movements: Crash Course World History 228
2. watch the C. S. Lewis doodle on pacifism

Synchronous Session 2

- Plenary session and final discussions
- Summer School Closing ceremony