Designing Interventions to Respond to Violence

Winter 2019 /20

2 credit elective / security specialization (SPP)

Prof Julia Buxton buxtonj@spp.ceu.edu

Security, human rights and fundamental freedoms are a universal entitlement. Yet despite a proliferation of UN agendas and supporting regional and national level resolutions, conventions, agencies and laws, insecurity and violence remain the common experience of communities across the globe. At the local level and despite the promotion of rights-based approaches (RBAs), violence and vulnerability routinely impact the lives of the poor, men, women, children, racial, indigenous and religious minority groups and the LGBTQI community.

This course introduces students to the study of interpersonal violence and the techniques commonly used by the policy community to understand diverse explanations of the causes, drivers, dynamics and typologies; the methods and toolkits used for designing, analyzing and evaluating interventions that aim to prevent, manage and reduce vulnerability to violence; and principles of conflict and gender sensitive policy design. The course takes a bottom up approach and considers strategies for researching, advocating and engaging with impacted communities in order to promote ethical and evidence based violence reduction initiatives. The course is international in approach and aims to reflect and engage the diversity of global experiences and vulnerabilities. There are no prerequisites for this course.

Learning Outcomes: On successful completion of this course students will have:

- Critical understanding of the structural and proximate causes of interpersonal insecurity and violence in a diversity of contexts and for different 'at risk' groups;
- Knowledge and experience of the toolkits, methods and best practice approaches utilized to understand the dynamics of violence, and to promote ethically grounded, rights based and gender sensitive violence reduction interventions;
- The research, analytical and digital skills to write a professional level violence analysis and violence reduction op-eds and briefings

Assessment:
Students must produce a violence analysis (max. 2,000 words, not including bibliography: 70% of final grade) and a related violence reduction op-ed or briefing (1000 words: 30% of the final grade) to pass this course. The case study for the op ed / briefing must be the same as for the violence analysis as the assessment aims to develop skills of presenting complex developments and analysis in both long and short form. Support and the opportunity to discuss case studies for the assessment will be provided throughout the class sessions. Students are free to develop any relevant case study that interests them (ie by thematic issue, region, social group) or develop a conceptual critique of 'best practice' approaches.

SPP students that have completed either or both of the SFI courses on documentary film making / media advocacy can submit a video based assessment instead of conflict analysis (70% of the final grade) subject to discussion and approval from the course teacher.

Course overview

Session 1: (double session)	• Do we live in a less violent world? • ***What is interpersonal violence: typologies of violence*** – (psychological, lethal, digital, state etc) • What are the main drivers, mechanisms and sites of violence; who are the primary victims and perpetrators? • How can violence be measured? What are the costs of violence? • State responses and obligations: Freedom from fear; human security and human development; rights based approaches.
Session 2: (double session)	• ***Violence against children*** • Violent youths and youth violence • Gangs • Male violence
Session 3: (double session)	• ***Gender violence*** • Violence, women and girls • Gender identity and violence: LGBTQI
Session 4: (double session)	• ***Violence against migrants and refugees***
Session 5: (double session)	• ***Identity, ethnicity and religion*** – Romaphobia, anti-Semitism • ***(Countering) Violent Extremism*** political and religious
Session 6: (double session)	• ***State and institutional violence –*** including criminalisation (stigma and vulnerability) – case study prisons and sex work • ***How can violence be prevented, managed and transformed?*** • Policing and police reform • Promoting rights based reporting and monitoring

Session Breakdown and Reading
Note, a range of readings – primarily focused on policy and toolkits are listed below. These are intended to introduce issue areas and are obviously not exhaustive on the subject area. You are encouraged to read and research broadly for the classes – we all come from different geographical areas with different but usually similar national / regional level patterns of interpersonal violence. Please come to class prepared to share experience and research from your own geographic areas / areas of interest.
We meet fortnightly so you should have done two weeks-worth of reading when we meet. This equates to a minimum of six readings per session but exercise good judgement –

some of the readings are very long or relatively brief. Good sources to immediately familiarize yourself are the University of Cambridge Violence Research Centre https://www.vrc.crim.cam.ac.uk/ and GSDRC https://gsdrc.org/

SESSION 1: UNDERSTANDING VIOLENCE
Please ensure you have read the Sen article:

** Amartya Sen (2008) 'Violence, Identity and Poverty', *Journal of Peace Research* 45: 1
https://journals.sagepub.com/doi/pdf/10.1177/0022343307084920

Steven Pinker TED Talk *The Surprising Decline in Violence*
https://www.ted.com/talks/steven_pinker_on_the_myth_of_violence

Pinker, S. (2011) *The Better Angels of our Nature*, New York, NY: Viking, p.378-394 and p.672-678

Violence Prevention Alliance:
https://www.who.int/violenceprevention/publications/en/

UNODC (2013) *Global Study on Homicide*
http://www.unodc.org/gsh/

United Nations (2016) *Tools for the Promotion of Human Security*
http://www.un.org/humansecurity/publications/Human%20Security%20Tools

GSDRC research hub: drivers of non-political violence
https://gsdrc.org/publications/non-political-drivers-of-violence/

SESSION 2: VIOLENCE AGAINST CHILDREN; YOUTH VIOLENCE; GANG CULTURES

Note, there are good regional and historical literatures on gang violence so please bring different contexts to class other than the narrow focus presented here (Central America and UK focus in the readings)

Unicef *Hidden in Plain Sight: Violence Against Children* (moodle)

United Nations (2006) *Study on Violence Against Children*
http://www.unviolencestudy.org/

United Nations (2012) Technical Working Group on Data Collection on Violence against Children, 'Ethical Principles, Dilemmas and Risks in Collecting Data on Violence against Children', Chapter 5, p.49-60
https://data.unicef.org/wpcontent/uploads/2015/12/EPDRCLitReview_193.pdf
(moodle)

Child Trends Data Bank, *Children's Exposure to Violence* (moodle)

Child Fund, Women's Refugee Commission (2016) 'Gender-based Violence against Children and Youth with Disabilities: A Toolkit for Child Protection Actors'

http://www.alnap.org/resource/23347

Linda Dahlberg et al (2005) *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*. CDCP: Georgia
https://files.eric.ed.gov/fulltext/ED486261.pdf

Adam Baird (2012) 'The violent gang and the construction of masculinity amongst socially excluded young men' *Safer Communities*
http://www.emeraldinsight.com/doi/pdfplus/10.1108/17578041211271445
AND
https://sites.tufts.edu/reinventingpeace/2016/04/19/the-masculinities-of-gang-violence-in-latin-america-and-caribbean/

Jutersonke, Muggah and Rodgers (2009) 'Gangs and Violence Reduction in Central America', *Security Dialogue* (moodle)

Prinz, J (2012) 'Why are men so violent?' *Psychology Today* – the original Mcdonald, Navarette and van Vugt article referenced in the refutation is also a good read
https://www.psychologytoday.com/blog/experiments-in-philosophy/201202/why-are-men-so-violent

Luyt, R., & Foster, D. (2001). Hegemonic Masculine Conceptualisation in Gang Culture. *South African Journal of Psychology*, *31*(3), 1–11
https://journals.sagepub.com/doi/10.1177/008124630103100301#articleCitationDownloadContainer

SESSION 3: Gender and sexual identity based violence

UNODC (2018) *Global Study on Homicide: Gender Related Killing of Women and Girls*. UN: Vienna
https://www.unodc.org/documents/data-and-analysis/GSH2018/GSH18_Gender-related_killing_of_women_and_girls.pdf

GSDRC research hub https://gsdrc.org/topic-guides/gender/gender-based-violence/
Garcia-Moreno, C., Watts, C., Jansen, H., Ellsberg M., and L. Heise (2003) 'Responding to Violence against Women: WHO's Multicountry Study on Women's Health and Domestic Violence' Vol. 6, No. 2, *Violence, Health, and Human Rights* (2003), pp. 112-127
Building data systems for monitoring and responding to violence against women; recommendations from a workshop https://stacks.cdc.gov/view/cdc/13176

Fleming PJ, McCleary-Sills J, Morton M, Levtov R, Heilman B, Barker G (2015) *Risk Factors for Men's Lifetime Perpetration of Physical Violence against Intimate Partners: Results from the International Men and Gender Equality Survey (IMAGES) in Eight Countries*.
https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0118639

Sarah Johnson (2018) 'Hitting women is not normal: tackling male violence in Brazil', *Guardian*,

https://www.theguardian.com/society/2018/aug/23/hitting-women-isnt-normal-tackling-male-violence-brazil

Human Rights Campaign (2009) *Hate Crimes and Violence Against LGBTQ People*
http://www.hrc.org/resources/hate-crimes-and-violence-against-lgbt-people
Council of the European Union (2010) 'Toolkit to Promote and Protect the Enjoyment of all Human Rights by Lesbian, Gay, Bisexual and Transgender (LGBT) People'
https://eeas.europa.eu/human_rights/lgbt/docs/toolkit_en.pdf

ILGA Europe (2008) 'Handbook on monitoring and reporting homophobic and transphobic incidents'
http://www.ilgaeurope.org/sites/default/files/Attachments/handbook_monitoring_reporting_homotransphobic_crimes.pdf

Amnesty International (2016) *Pride Toolkit* (moodle)

Human Rights Campaign (2009) Hate Crimes and Violence Against LGBTQ People
http://www.hrc.org/resources/hate-crimes-and-violence-against-lgbt-people

SESSION 4: Violence against migrants and refugees

There is a geographical diversity of anti-immigrant / refugee discourses and political trajectories around the world. The reading below is very broad and also historical to try and frame our wider analysis:

Refugee Rights Reports: http://refugeerights.org.uk/reports/ and Human Rights Watch https://www.hrw.org/topic/refugee-rights

Charles Jaret (1999) 'Troubled by Newcomers: Anti-Immigrant Attitudes and Action during Two Eras of Mass Immigration to the United States Author(s)' *Journal of American Ethnic History*, 18: 3
https://www.jstor.org/stable/pdf/27502448.pdf?refreqid=excelsior%3A1034da6ddca22b5a8c236b79db32be46

Pehrson, S., Vignoles, V. L., & Brown, R. (2009). 'National Identification And Anti-Immigrant Prejudice: Individual And Contextual Effects Of National Definitions', *Social Psychology Quarterly*, *72*(1).
https://journals.sagepub.com/doi/pdf/10.1177/019027250907200104

UNHCR (1999) Protecting Refugees: A Field Guide for NGOs –dated but important
http://www.unhcr.org/3bb9794e4.pdf

Gattinara, P. Europeans, shut the borders! Anti-refugee mobilisation in Italy and France
https://link.springer.com/chapter/10.1007/978-3-319-71752-4_10

UNHCR (2015) Protection from Xenophobia https://www.unhcr.org/55cb153f9.pdf

SESSION 5: Religious, racial and identity violence, violent extremism

TASZ Roma Rights Advocacy https://tasz.hu/section/roma-rights-advocacy and European Roma Rights Centre http://www.errc.org/

Vanja Ljujic et al (2012) 'Romaphoba, a unique phenomenon?', *Romani Studies*, 22: 2 https://online.liverpooluniversitypress.co.uk/doi/pdf/10.3828/rs.2012.8

Aidan McGarry (2018) 'Romaphobia: The last acceptable form of racism', *European Alternatives* http://politicalcritique.org/world/2018/romaphobia-the-last-acceptable-racism/ and interview here https://www.vice.com/en_uk/article/nzzn4k/is-romaphobia-the-last-acceptable-form-of-racism

Human Rights First (2008) *Violence against Roma* (dated but a valuable read) https://www.humanrightsfirst.org/wp-content/uploads/pdf/fd-080924-roma-web.pdf and Amnesty International https://www.amnesty.org.uk/files/roma_in_europe_briefing.pdf

Anne Frank House: Monitor racism reports: https://www.annefrank.org/en/topics/research/monitor-racism-and-extremism/

Tell Mama https://tellmamauk.org/

EU Racist Violence Recording Network https://fra.europa.eu/en/promising-practices/racist-violence-recording-network

SESSION 6: State violence, criminalisation; violent extremism

2 readings from each section

State violence, criminalization

GURR, T. R. (1988). War, Revolution, and the Growth of the Coercive State. *Comparative Political Studies*, *21*(1), 45–65. https://journals.sagepub.com/doi/abs/10.1177/0010414088021001003#articleCitationDownloadContainer

Lucy Platt et al (2018) 'Associations between sex work laws and sex workers' health: A systematic review and meta-analysis of quantitative and qualitative studies', https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1002680
P Griffiths et al (1993) 'Reaching hidden populations of drug users by privileged access interviewers: methodological and practical issues', *Addiction*, 88: 12 https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1360-0443.1993.tb02036.x

Prisons

J. Byrne and D. Hummer (2007) 'Myths and Realities of Prison Violence', *Victims and Offenders*, 2:1

https://www.researchgate.net/publication/242291866_Myths_and_Realities_of_Prison_Violence_A_Review_of_the_Evidence

Loic Wacquant (2001). Deadly Symbiosis: When Ghetto and Prison Meet and Mesh. *Punishment & Society*, 3(1), 95–133. https://journals.sagepub.com/doi/abs/10.1177/14624740122228276#articleCitationDownloadContainer

Extremism
GSDRC violent extremism project page – excellent resources here: http://www.gsdrc.org/professional-dev/violent-extremism/

F Qurashi (2018) 'The Prevent strategy and the UK 'war on terror': embedding infrastructures of surveillance in Muslim communities' *Palgrave Communications* **4:** 17. https://www.nature.com/articles/s41599-017-0061-9

Seth Jones (2018) *The rise of far right extremism in the US*, CSIS, https://www.csis.org/analysis/rise-far-right-extremism-united-states

Allan, H.; Glazzard, A.; Jesperson, S.; Reddy-Tumu, S. & Winterbotham, E. (2015). *Drivers of violent extremism: hypotheses and literature review.* London, UK: RUSI. http://www.gsdrc.org/document-library/drivers-of-violent-extremism-hypotheses-and-literature-review/

Saferworld (2017) Lessons from Combatting Violent Extremism https://www.saferworld.org.uk/resources/publications/1131-overview-lessons-on-counter-terror-and-countering-violent-extremism

Policing
Security Sector Reform – all resources – including gender and policing, protest policing, terrorism, police reform, perceptions of the police, civil society and policing and case studies are available as a collection here: https://www.saferworld.org.uk/resources/publications/1130-policing-resources

The Center for Popular Democracy & Policy Link (2015) 'Building Momentum from the Ground Up: A Toolkit for Promoting Justice in Policing', http://www.justiceinpolicing.com/docs/JusticeInPolicing.pdf

Dina Maron (2016) 'Reducing Police Violence', *Scientific American* https://www.scientificamerican.com/article/how-to-reduce-police-violence/