

**Course:** Violence 2: Group violence, part of the interdisciplinary minor Violence

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**Version (date):** October 22, 2021

### **Content**

This course is devoted to understanding the role that groups play in violence. First, we will discuss how the interactional dynamics between group members (intragroup) and between members of antagonistic groups (intergroup) are related to escalation and de-escalation of antagonism. Second, we will consider the role of culture in group violence. Theoretically, the course draws on insights from anthropology, social psychology and sociology mainly. Various groups that engage in violence will be considered and compared.

### **Connection with other courses**

To enroll, students must have completed the course Violence 0.

The goal of this course is to show how groups, rather than smaller units such as families or dyads or larger units such as states, can be related to violence analytically. The course builds upon Violence 0 and Violence 1. First, this course extends the foundational theoretical and methodological issues related to the study of violence that were provided in Violence 0. Second, this course shows how the interpersonal dynamics discussed in Violence 1 appear at the group level.

### **Learning objectives**

After successful completion of the course students:

- have knowledge of the role of group behavior and group culture in violence
- have knowledge of (inter)disciplinary theories to study groups and violence
- are able to demonstrate this knowledge in written form
- are able to apply this knowledge in an assignment

### **Learning activities**

Reading articles, preparing the seminars by answering questions on the literature, attending seminars, watching documentaries and writing assignments.

### **Course load**

This is a 6 EC credit course which will run four weeks. Students are expected to approximately study 168 hours to finish the course. Twenty hours are devoted to lectures and tutorials. The remaining 148 hours must be devoted to reading the literature and preparing the assignments. It is assumed that Bachelor students can read on average 6 pages per hour (OER Part A Section 2.4). Note that due to the short duration of the course, students are expected to have a high study load and are advised to take this into account when signing up for other courses or planning work activities.

### **Examination**

Four written assignments on the films/documentaries (each 25% of the final grade). The papers can be written individually or in pairs.

Guidelines for the assignments on the films/documentaries:

- Enrich the film/documentary by adding theoretical depth. You do so by discussing five concepts taken from the literature. For instance, consider how the topic/problem/issue of the documentary/film relates to literature, what are differences and similarities? Or, how can you, based on the concepts and theories provided by the literature, offer a more advanced or balanced understanding of the topic/problem/issue in the documentary/film? Be specific and precise in your application of concepts. Let them work for you.
- The max word count is 500. Strict limit
- **Refer** to the relevant texts and note page numbers. Read the two guidelines below.

### **Note 1: acknowledge where you got the idea from**

A large part of doing science is about developing something of your own by working with, and building on, other people's ideas. Also, other scientists will want to be able to check ideas. Therefore, you always need to make explicit where you got the idea from. We do this by referring to or 'citing' the work of others. You must do this continuously. Doing so will also help you to sharpen your own ideas in discussion with existing theories, concepts or findings. It is vital that you do not present the ideas of others as if they were your own. Never copy other people's texts without citing them. If you do this without intending to it is a form of theft, usually called plagiarism, and you can be sanctioned for it (see below). If you copy someone else's work and submit it as your own then this is fraud. You must be aware of UvA's regulations considering fraud and plagiarism:

<http://student.uva.nl/en/content/az/plagiarism-and-fraud/plagiarism-and-fraud.html>.

Some examples of a correct style of writing that show where you got the idea are as follows. First you introduce or refer to a concept or definition that an author has brought into the world, for instance: Durkheim (yyyy/2012, zz) uses the term 'X' to refer to ... *or* 'X' is defined by Elias (yyyy/2012, zz) as... Now the purpose of the assignment is to explain the argument of the author further in your own terms, so use your own words. That way we can tell that you have understood the texts. For instance: 'this definition means', 'includes', 'is intended to', 'explains', 'is meant to explain', 'comprises'... etc.

### **Note 2: Proper referencing**

You should comply to the rules of proper referencing, following the Chicago Manual of Style and follow the instructions taught in the course Sociological Craftmanship. Proper referencing is part of the grading criteria of the assignments. Improper or lack of referencing may result into unsatisfactorily grades.

Always add a list of references at the end of your assignment.

In the assignment you should use a specific type of referencing called paraphrasing.

Paraphrasing entails mentioning the author whose arguments you are using in a precise way (by noting the page number), without literally quoting the text. So, you do not use quotation marks. The point is that you demonstrate you are able to rephrase the argument in your own words, but acknowledge where you got the argument from. This is how you should paraphrase in the assignments.

In text:

"Durkheim (yyyy/2012, zz) thinks that university teachers make a big fuss about proper referencing"

In this reference, yyyy is the year of the first publication, 2012 is the year in which the volume by Calhoun et al. was published and zz is the page number in that volume.

In bibliography:

"Durkheim, Émile. 2012. "Title of original work." In *Classical Sociological Theory*, edited by Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff and Indermohan Virk, zz1-zz2. Malden (USA)/Oxford (UK): Wiley-Blackwell. First published in yyyy."

In between double or single quotation marks is the original title given by the original author. The zz1 and zz2 refer to the starting and ending pages in Calhoun et al.'s volume, yyyy is the year in which the piece was first published.

## **Planning (provisional)**

*Note: log in to UvA domain first, using UvA VPN to access the articles*

### **Week 1. Male group violence against females**

Wednesday November 3, 15-17: Introduction; Seminar on fraternity gang rape

Literature:

Peggy Reeves Sanday 2006. *Fraternity Gang Rape*. Chapters 'One. Campus Party Culture'; 'Two. The XYZ Express' New York: New York University Press: 53-82. **On canvas**

Ayres Boswell & Joan Z. Spade 1996. 'Fraternities and collegiate rape culture: Why are some fraternities more dangerous places for women?' *Gender and Society*, 2: 133-147, <https://journals.sagepub.com/doi/abs/10.1177/089124396010002003>

Friday November 5: 13-16.00: Seminar on honour based violence against females

Literature:

Hoyek, Danielle, Rafif Rida Sidawi, Amira Abou Mrad 2005. 'Murders of women in Lebanon: "crimes of honour" between reality and the law' in Welchman, L. and Hossain, S. *Honour Crimes, Paradigms and Violence against Women*. London & New York: Zed Books, pp. 111-136. **On canvas**

Sen, Purna 2005. "'Crimes of honour" value and meaning' in Welchman, L. and Hossain, S. *Honour Crimes, Paradigms and Violence against Women*. London & New York: Zed Books, pp. 42-63.

Thrasher, John & Toby Handfield 2018. Honor and violence. An account of feuds, duels and honor killings. *Human Nature*, 29, pp. 371-389, <https://link.springer.com/article/10.1007/s12110-018-9324-4>

Documentary:

'A girl in the river. The price of forgiveness' by Sharmeen Obaid-Chinoy and HBO Documentary Films 2015. <https://youtu.be/U7a-nOOXdA>

### **Week 2. Groups in large scale violence**

Tuesday November 9, 17.00: Deadline submission assignment 1

Wednesday November 10, 15-17.00: Seminar on groups and deadly riots

Literature:

Dhattiwala, Raheel. 2016. 'The Ecology of Ethnic Violence. The Ecology of Ethnic Violence: Attacks on Muslims of Ahmedabad in 2002', *Qualitative Sociology* 39:71-95, <https://doi.org/10.1007/s11133-015-9320-5>

Berenschot, Ward. 2009. 'Rioting as Maintaining Relations: Hindu-Muslim Violence and Political Mediation in Gujarat, India', *Civil Wars*, 11: 414-433, <https://doi.org/10.1080/13698240903403774>

Friday November 12, 13-16.00, Seminar on groups and genocide

Literature:

Karstedt, Susanne 2019. 'Violence is difficult, not easy. The emotion dynamics of mass atrocities'. In Michael Hviid Jacobsen and Sandra Walklate (eds). *Emotions and Crime. Towards a Criminology of Emotions*. Routledge: London/New York, 44-60. **On Canvas**

McDoom, Omar Shahabudin 2012. 'The Psychology of Threat in Intergroup Conflict: Emotions, Rationality, and Opportunity in the Rwandan Genocide', *International Security*, 37: 119-155, <https://www.jstor.org/stable/23280416>

Oberschall, Anthony 2000. 'The manipulation of ethnicity: from ethnic cooperation to violence and war in Yugoslavia', *Ethnic and Racial Studies*, 23:6, 982-1001, <https://doi.org/10.1080/014198700750018388>

Documentary:

'Ram Ke Naam' (In the name of God), by Anand Patwardhan 1991. <https://www.youtube.com/watch?v=GMT18TMNQbY>

### **Week 3. Groups, violence and the rule of law**

Tuesday November 16, 17.00: deadline submission assignment 2

Wednesday November 17, 15-17.00: Seminar on militias and criminal groups

Literature:

Bar, Netal & Eyal Ben-Ari 2005. 'Israeli Snipers in the Al-Aqsa intifada: killing, humanity and lived experience'. *Third World Quarterly*, 26: 133-152, <https://doi.org/10.1080/0143659042000322955>

Grassiani, Erella 2011. 'When soldiers explain: discursive strategies used by Israeli conscripts when recounting their experiences in the field'. Maria Six-Hohenbalken & Nerina Weiss (eds.) *Violence expressed. An anthropological approach*. London: Routledge/Ashgate: pp. 90-108 **On canvas**.

Friday November 19, 13-16.00: Seminar on police violence

Literature:

Keesman, Laura under review. *Freeze! A phenomenological account of action paralysis*. **On canvas**.

Nassauer, Anne 2016. 'From peaceful marches to violent clashes: a micro-situational analysis', *Social Movement Studies*, 15:5, 515-530, <https://doi.org/10.1080/14742837.2016.1150161>

Stott, Clifford and Stephen Reicher 1998. 'Crowd action as intergroup process: introducing the police perspective', *European Journal of Social Psychology*, 28: 509-529, [https://doi.org/10.1002/\(SICI\)1099-0992\(199807/08\)28:4<509::AID-EJSP877>3.0.CO;2-C](https://doi.org/10.1002/(SICI)1099-0992(199807/08)28:4<509::AID-EJSP877>3.0.CO;2-C)

Documentary:

'Do not resist' by Craig Atkinson, 2016. <https://vimeo.com/ondemand/donotresist/181099448>

## Week 4. De-escalation and intervention

Tuesday 23 November, 17:00: deadline submission assignment 3

Wednesday November 24, 15-17.00: Seminar on intervention in large scale violence

### Literature:

- Autesserre, Séverine 2009. 'Hobbes and the Congo: Frames, local violence and international intervention'. *International Organization* 63: pp. 249-80, <https://doi.org/10.1017/S0020818309090080>
- Elazar Barkan 2016. 'Memories of violence: Micro and macro history and the challenges to peacebuilding in Colombia and Northern Ireland. *Irish Political Studies*, 31: pp. 6-28, <https://doi.org/10.1080/07907184.2015.1126922>

Friday November 26, 13-16.00: Seminar on intervention in small scale violence

### Literature:

- Weenink, Don, Raheel Dhattiwala and David van der Duin under review. 'Circles of Peace. Video Analysis of Situational Group Formation and Collective Third Party Intervention in Violent Incidents', *British journal of Criminology*, [Circles of Peace. A Video Analysis of Situational Group Formation and Collective Third-Party Intervention in Violent Incidents | The British Journal of Criminology | Oxford Academic](https://doi.org/10.1093/bjc/azaa001)
- Levine, Mark, Paul J. Taylor, and Rachel Best 2011. 'Third Parties, Violence, and Conflict Resolution: The Role of Group Size and Collective Action in the Microregulation of Violence', *Psychological Science* 22: 406–412, <https://doi.org/10.1177/0956797611398495>
- Philpot, Richard, Lasse S. Liebst, Mark Levine, Wim Bernasco & Marie Rosenkrantz Lindegaard 2020. 'Would I be helped? Cross-national CCTV footage shows that intervention is the norm in public conflicts', *American Psychologist*, 75: 66–75, <https://doi.org/10.1037/amp0000469>
- Lasse Suonperä Liebst, Peter Ejbye-Ernst, Richard Philpot, Marie Bruvik Heinskou, Jakob Demant Kasper Lykke Dausel & Marie Rosenkrantz Lindegaard 2019. 'Intervention or Involvement: A Video Observational Analysis of Bouncers in Aggressive Encounters', *Deviant Behavior*, 41:1383-1392, <https://doi.org/10.1080/01639625.2019.1619421>

### Documentary:

First watch:

Bystander Effect 1 Death of Kitty Genovese, 2011 by HBE, [https://www.youtube.com/watch?v=Q9Qf\\_omTFJE](https://www.youtube.com/watch?v=Q9Qf_omTFJE)

Then **either** watch this (faster):

Is the Bystander Effect Real?, 2018, SciShow Psych, <https://www.youtube.com/watch?v=Rv22TMtNNkI>

**Or** this (slower):

The bystander effect is complicated -- here's why, by Ken Brown, TEDxUIowa <https://www.youtube.com/watch?v=Ufs8cKyzLvg>

## Week 5.

Tuesday November 30, 17.00: deadline submission assignment 4