

# Finding My Way to Questions about Violence

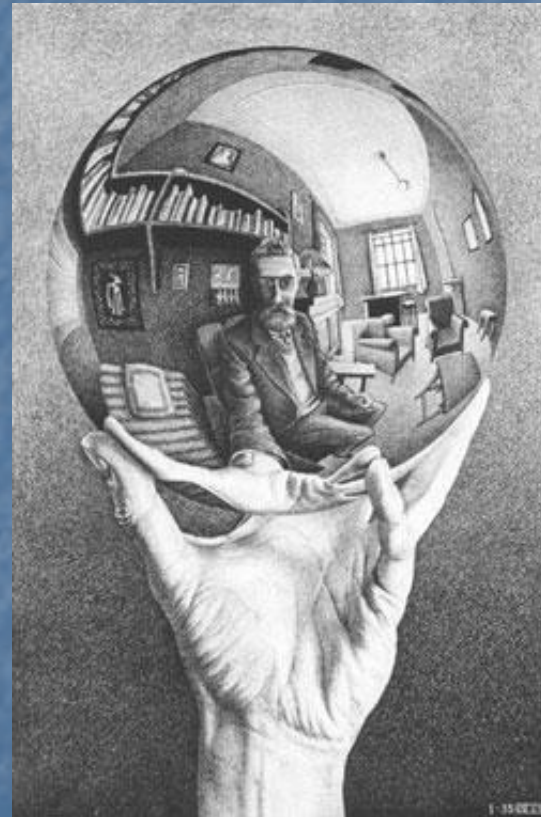
Prepared for Senior Scholar Lecture  
College of Arts and Letters  
November 4, 2006

Dr. Lombardo's Journey: It's  
Never Been Just Academic --  
Was It Following Me Around?

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# 1. Finding Things to Study

- Engaging self and the world around you.
- Connecting self and what you see!
- Changing perspectives changes what you see.



# Themes in Experiences with Violence

- **The Enemy / The “Other”**
- **Denying and Supporting Human Dignity**
- **The Language Of Legitimate And Illegitimate Violence**
- **The Relationship Between The Individual And The Collective**
- **The Experience Of Violence By The Individual**
- **The Real And The Symbolic In The Violence Process**

# I was born 2 weeks before Hiroshima



*The world was a  
place different  
from what it was  
before.*

*The potential for the  
end of the world  
had become real  
and was in human  
hands!*

[Nuclear Blast](#)  
[Duck and Cover](#)

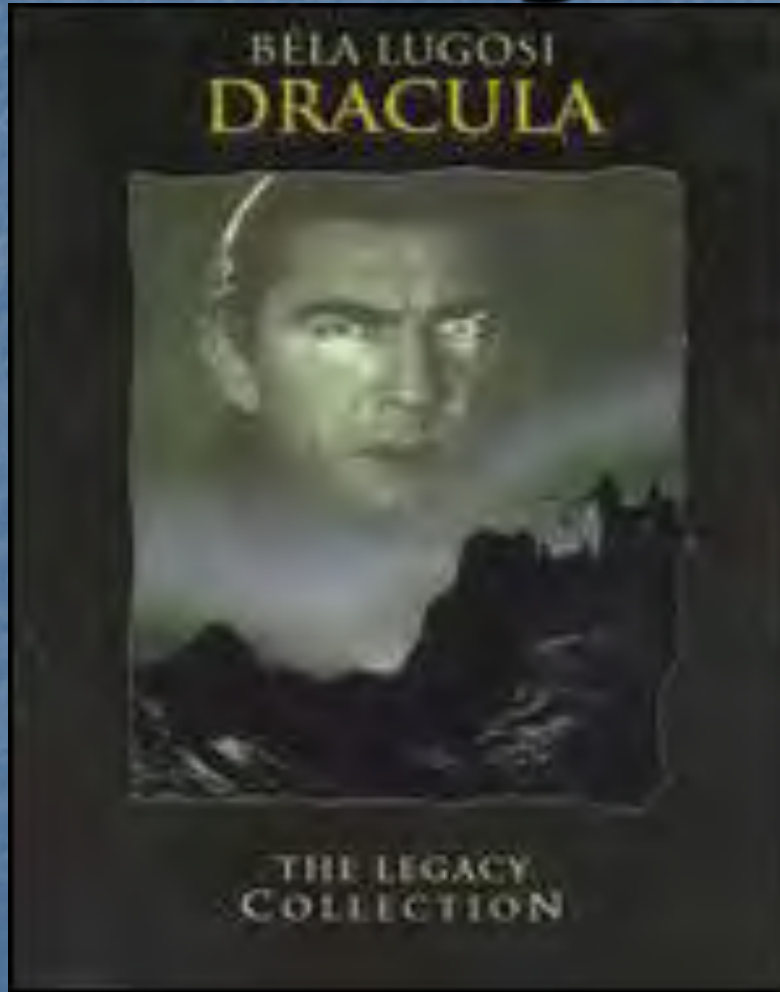
# Khrushchev, Introduction to “the Enemy”

- In 1958 my 8<sup>th</sup> grade class marched by a picture of the new Soviet premier and were told to spit on it.
- Our Polish nuns taught us who the enemy was!



["We Will Bury You"](#)

# Getting in Touch with Feelings of the Other



*To be dead!*

*To be really dead!*

*It must be Glorious!!!*

*Dracula Speaks*

# Requiem for a Heavyweight

They beat him... they broke him... they betrayed him... but they could not crush the towering dignity of a real fighter!

The feelings of the exploited!  
The feelings of 'the other'!

*REquiem for a Heavy Weight*



# Ernie Kovacs



There is more than  
one way to see  
things!

All is not what it  
appears!

*Ernie Kovacs - Nairobi Trio*

*Ernie Kovacs - Kitchen Symphony*



# Transition to College



University of Rochester

## Higher Education and Violence

# Starting College on a Sour Note



- As student life starts with hope, violence leads to a change of course.
- Thoughts of doing for your country turn inward and toward trying to understand ones place in the world.
- Kennedy Assassination

# July 24, 1964 Rochester, NY Riot on my Birthday



**On July 24, 1964 Rochester, NY experiences one of the first “urban race riots” in the Northern cities of the US**

**See: [Independent Lens . JULY '64 . The Film | PBS](#)**

# Questioning the Legitimacy of Legitimate Violence



- Teach-in at U of Rochester in 1966
- Questioning of Authority



# Madison, WI 1967-1969

## Graduate School Days

**The war at home!**

**Protests and  
repression of  
protest!**

**The protesters are  
like me!**

**The repressors are  
like me!**



# Madison, WI 1967-1969



**This is  
education!!**

# Civil Rights Violence: Cities Burn

Cities in the US were also  
Experiencing Violence



# Madison, WI 1967-1969



Student Riots

Police Riots

“What’s it all about,  
Alfie?”

[Police Riots in Madison](#)

[What's it All About, Alfie?](#)



# Learning to Read the Symbolic Reality

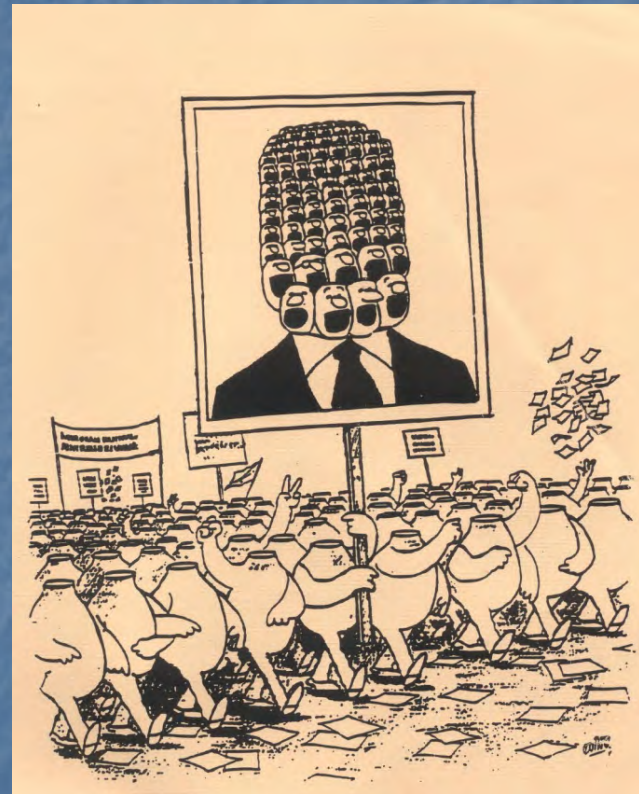


- Because language is so efficient a tool for reifying the abstract, it is central to the practice in contemporary culture of reading with abstractions.
- They encourage men to focus their attention and their passions upon the remote and the symbolic...They therefore magnify the possibility of manipulating people through the manipulation of the symbols that engage them.

# The Individual and the Collective: Who Does the Speaking?

*Keep your head when  
others are losing  
theirs!*

- Individual Voice
- Collective Voice
- Social Role
- Individual Experience



# Into the Prison World You Go

From Madison to Auburn

# Auburn Prison Yard



- Opened in 1816
- Alexis de Toqueville wrote of its model discipline.
- Site of first 'purposeful' electrocution.
- I started teaching here in 1969.

# What are the Rules of the Game?

They are playing a game. They are playing at not playing a game. If I show them I see they are, I shall break the rules and they will punish me.

I must play their game, of not seeing I see the game.

R.D. Laing, *KNOTS*: p.1.

■ Didn't you used to be R.D. Laing?

# November 1970 – Auburn Prison Under Siege



- After one year as a teacher at Auburn Prison.
- Collective violence experienced again.
- The plight of prison workers and prisoners.

# The Waiting and the Wounded



- Outside Auburn prison people wait and watch.
- Injuries occur and correctional officers carry their brother officer.

# Protest in Auburn

## Protest 'Auburn Six' Hearing

"They are displaying the type of aggravation and harassment they are subjecting us to. If it wasn't for their actions on Nov. 4, they wouldn't be in court," he concluded.

One of the demonstrators, Mary Anne Weisman of New York City said the "crimes the inmates allegedly committed are nothing compared to the crimes which the United

States commits against the black and the poor and the Vietnamese."

She said she had been in prison for "political activities" and called correctional institutions "departments of concentration" where conditions are "barbaric."

Each of the inmates was handcuffed and wore leg irons during his appearance in

court. Some asked that their shackles be removed, but this request was denied by the judge who recalled incidents in court last week when inmates also had to be subdued and physically removed.

Each of the inmates said he would act as his own attorney, with assistance from an associate counsel.

One of the inmates — Rob-

ert Clark — was hauled kicking and screaming from the courtroom. He allegedly bit a police officer on the arm while being restrained. The scuffle continued down a hallway and into the basement which connects with the County Jail, where the men were held temporarily, pending their appearances.

Clark, Charles Hill, Russell

Prout and Michael Lewis are charged with second degree assault, second degree attempted assault, and first degree robbery in connection with the November disturbance.

More than 35 guards were held hostage during the melee, six correction officers were injured and inmates controlled a major portion of the facility.

Inmate Harold Johnson is charged with second degree assault, and Earl Moody is charged with third degree robbery.

The robbery charges stem from the theft of keys from the guards, which necessitated changing many of the locks at the prison.

During their appearances, four of the inmates asked the court to change their names, as shown on the indictments, to names of their own choosing. Judge Saperstein granted the requests.

In denying Hill's request to remove his restraints, the judge noted Hill had been involved in a disturbance in the courtroom last week and said the court would not be "intimidated, humiliated or assaulted by you and anyone in this courtroom."

Hill claimed he had not been able to communicate with anyone outside the "Auburn concentration camp."

He added claims he had been assaulted, Maced, drugged and attacked in the prison and that his life was "in danger."

Clark, who asked to be known as Kareem C'Allah, said he had been harassed, threatened and beaten in prison. He added he was not at-

- After a riot in 1970 a protest is staged to oppose the treatment of prisoners.



**Courthouse Protest**

Members of the "Youth Against War and Fascism" marched in front of the Cayuga County Court House Tuesday morning as six Auburn Prison inmates, indicted by a grand jury in connection with

the Nov. 4 disturbance at the prison, were arraigned. Most of the more than 80 persons marching in the winter storm were from outside the city.



# Attica: Seeing the Reality of Power 1971

*Protest.*

*Speaking up.*

*Challenging authority.*

*Life on the bottom.*

*My students are dead!*



# Attica: A Time for Negotiation and A Time to Die! 1971

Can we Talk?

Politics

trumps

good

intentions

[Attica Riot Video](#)



# Attica: No Human Dignity, No Physical Integrity



Photo courtesy Bruce Jackson

**HEINOUS** : New York State's violent retaking of Attica resulted in scenes like the photograph above, from state police archives. Inmate Kenneth Malloy's eyes were shot out at point-blank range, according to his autopsy.

- This is one of my former students at Auburn, 8<sup>th</sup> grade English.
- He was a quiet guy, but a thoughtful one.
- He had strong views about the world and just wanted to be heard.

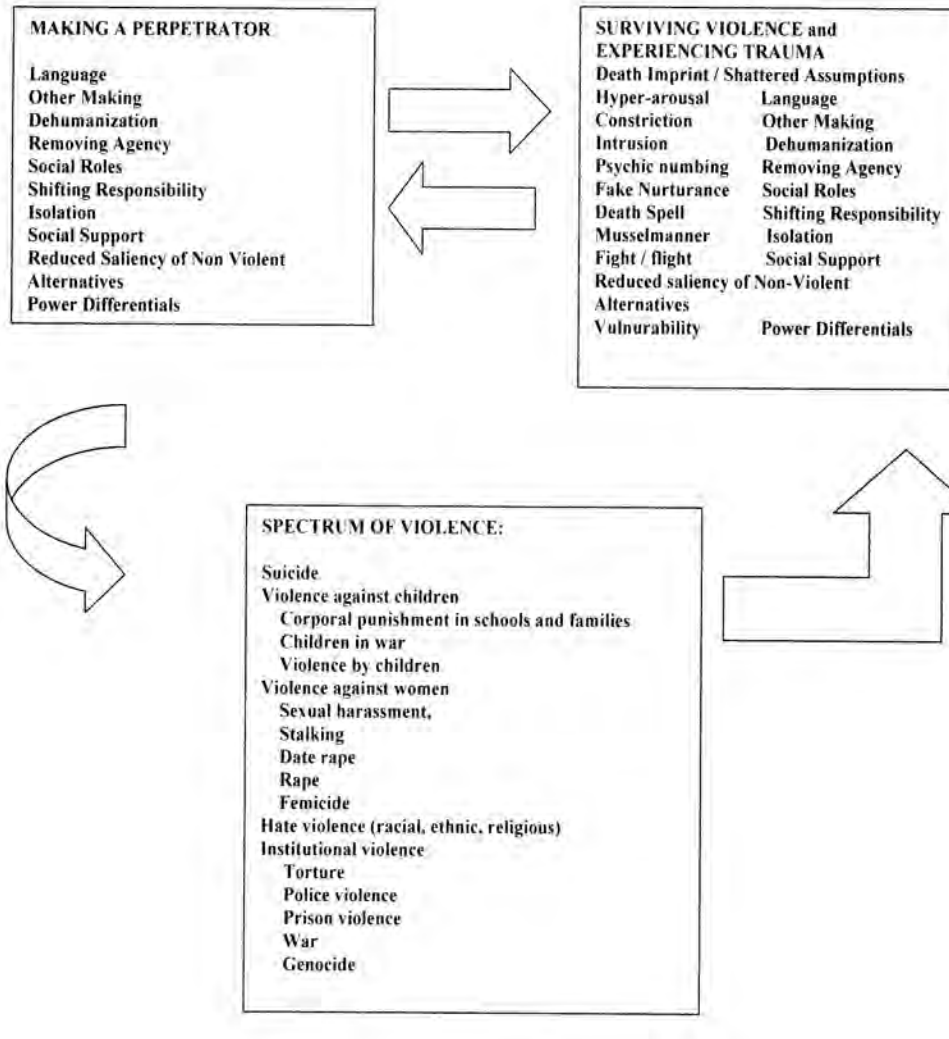
# The Roundup After Attica

- At the end of Attica the STATE puts its prisoners back in their 'rightful' place.
- Dreams of 'correctional facilities' are now gone.
- The humanness of prisoners replaced with the 'symbol'.



**MODEL OF VIOLENCE PROCESS:**

**TRANSFORMATION FROM STATE OF BEING NOT VIOLENT TO VIOLENT  
AND LINKS THROUGH THE SURVIVAL PROCESS**



# From Prisons to Children

## 4. From Peter Handke, Song of Childhood

- When the child was a child, it didn't know that it was a child, everything was soulful, and all souls were one.



# **What Children Endure at the Hands of Adults: Violations of Human Dignity and Physical Integrity**

- **Becoming killers (soldiers) and targets in wars**
- **Becoming sex objects in sex trafficking and prostitution**
- **Becoming the cheapest form of labor**
- **Physical, sexual and emotional abuse in schools at the hands of teachers.**
- **Physical, sexual and emotional abuse in homes.**
- **Humiliation, powerlessness and degradation.**
- **Physical, sexual and emotional abuse in justice system**



# Violence in the World of Children



- What is it that adults see in the child that make the child so much a target (the other, the enemy) and so threatening?
- How does this effect the child and how does the child make sense of this relationship?

# The Child Lives Longer than the Adult

- “As adults, we have forgotten most of our childhood, not only its contents but its flavour...”

*R.D. Laing, The Politics of Experience.*

- “We do everything we can to avoid facing up to our personal history and the intolerable apprehension that dogged us for so long in childhood. Such a perspective would reestablish contact with the most vulnerable and powerless years of our lives, and that is the last thing we want to think about.”

- *Alice Miller, “We Can Identify the Causes of Our Suffering” March 2006*  
*[http://www.alice-miller.com/articles\\_en.php](http://www.alice-miller.com/articles_en.php)*

# Human Dignity and Children

- Children and Adults share a common humanity
- Children are an Oppressed Group
- Children are not the property of adults
- Children, as members of human family, have rights
- Dignity is inherent in all life, including children
- Dignity is experienced and given meaning in interactions
- Age, gender, class and achievement are not related to a person's human dignity
- No one can take away or bestow human dignity – they can violate or support dignity
- Those who attempt to take away another's human dignity violate their own humanity
- Children and Adults can share mutual moral education
- The meanings children attach to their experiences are of utmost importance to the adults they become!

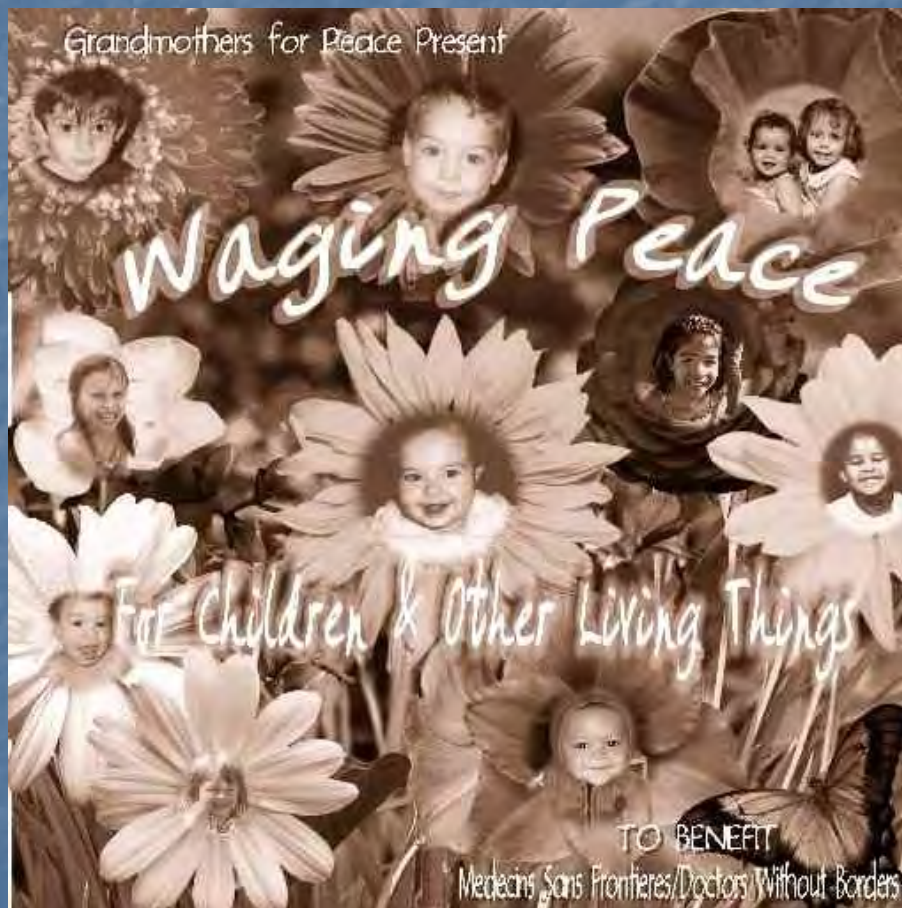
# U.N Convention on the Rights of the Child 1989

- ...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
- Article 19 1. States Parties shall... protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.
- Article 37: States Parties shall ensure that:(a) No child shall be subjected torture or other cruel, inhuman or degrading treatment or punishment.

# Corporal Punishment and CRC

- The Committee is issuing this general comment to highlight the obligation of all States parties to move quickly to prohibit and eliminate all corporal punishment and all other cruel or degrading forms of punishment of children and to outline the legislative and other awareness-raising and educational measures that States must take.
- It is also a key strategy for reducing and preventing all forms of violence in societies.
- *Committee on the Rights of the Child, CRC/C/GC/8, 21 August 2006, p.3*

# Undercutting the Violence Process



**Think human dignity**  
**Watch Language**  
**Question Authority**  
**Use your experience**  
**Think for Yourself**  
**And Encourage others to  
do the same**  
**Be an enlightened  
witness**  
**Become you not a role!**