Dr. Lombardo’s Journey: It’s Never Been Just Academic -- Was It Following Me Around?
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 is was before. The potential for the end of the world had become real and was in human hands!
In 1958 my 8th 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’!

*Requium for a Heavy Weight*
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 one's place in the world.
- Kennedy Assassination
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](https://www.pbs.org/wgbh /independentlens/july64.html)
Questioning the Legitimacy of Legitimate Violence

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


- 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.
Outside Auburn prison people wait and watch.

Injuries occur and correctional officers carry their brother officer.
Protest in Auburn

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

- This is one of my former students at Auburn, 8th 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

MAKING A PERPETRATOR
- Language
- Other Making
- Dehumanization
- Removing Agency
- Social Roles
- Shifting Responsibility
- Isolation
- Social Support
- Reduced Salience of Non-Violent Alternatives
- Power Differentials

SURVIVING VIOLENCE and EXPERIENCING TRAUMA
- Death Imprint / Shattered Assumptions
- Hyper-arousal
- Constriction
- Intrusion
- Psychic numbing
- False Nurturance
- Death Spell
- Muselman
- Fight / flight
- Reduced salience of Non-Violent Alternatives
- Vulnerability

SPECTRUM OF VIOLENCE:
- Suicide
- Violence against children
  - Corporal punishment in schools and families
  - Children in war
- Violence by children
- Violence against women
- Sexual harassment,
- Stalking
- Date rape
- Rape
- Femicide
- Hate violence (racial, ethnic, religious)
- Institutional violence
- Torture
- Police violence
- Prison violence
- War
- Genocide
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*

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!

- ...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!