**Workshop**: Living and Remembering War

Friday, January 23, 2009. Full day 9.30am -4.30pm

**Organized by Mary Hamilton and Christine Sylvester**

This workshop will explore methodological & ethical issues involved in documenting experiences and memories of conflict, both individual and collective. A variety of approaches from oral history, literacy studies, discourse analysis, ethnography and educational action research will be presented. Speakers have worked in a range of international contexts with children and adults. A common theme in the presentations is to consider the practical implications: how can these approaches to research help us understand and further peace building processes and education in post-conflict societies?

Both Staff and Postgraduate Students are warmly invited to attend this event.

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**Speakers and Respondents**

*The Trauma of the Dead*

Dr Heonik Kwon Reader in Social Anthropology, School of Social and Political Studies, University of Edinburgh <http://www.sps.ed.ac.uk/staff/social_anthropology/kwon_heonik>

That the souls of the dead can suffer from and express the enduring effects of a traumatic historical experience is an established, legitimate idea in many cultural traditions. The idea is often bound up with specific commemorative or curative practices, which advance the sufferings of the dead and the crisis in the human condition as interconnected phenomena. This essay explores the moral and political implications of conceiving of the physical and spiritual remains of the dead as the locus of historical wounds, partly focusing on the organization of popular death-commemorative rituals in postwar Vietnam. It will consider the question: what happens to historical knowledge if the expressive actions of the dead are taken to be a legitimate form of historical testimonial?

*A discursive approach to remembering and reconciliation: the case of former British prisoners of war taken by the Japanese during the Second World War*

**Dr Kyoko Murakami** Lecturer, Department of Education, University of Bath <http://www.bath.ac.uk/education/profiles/kmurakami>

This presentation argues for a discursive approach to examining British war veterans’ involvement in practices of remembering and reconciliation. These WWII veterans were prisoners of war in the Far East, building the Thai-Burma Railway before being transferred to a copper mine in Japan. Some 50 years later they participated in a "reconciliation visit" to Japan. Using photographs and interview extracts I shall discuss in what ways their post war lives and war time experiences are gathered up in the emergent collectivity of remembering and reconciliation. In particular I will address how these practices emerge and sustain themselves as a process of collection and dispersion of circulating reference in networks of association between people, places and things. Unlike the cognitive psychological approach to studying memory as an individual cognitive phenomenon, a discursive approach would study how a form of remembering triggers and shapes a practice of reconciliation practice. Some challenges of the discursive approach will be addressed in furthering our understanding of how people remember war and conflict.

Discussant: **Dr Mike Roper**, Department of Sociology, University of Essex <http://www.essex.ac.uk/sociology/people/staff/roper.shtm>

*Using Technology Enhanced Learning (TEL) to Reach & Teach Behind Front Lines*

**Dr Gale Parchoma,** Lecturer in e-Research & Technology Enhanced Learning Centre for Studies in Advanced Learning Technologies Department of Educational Research Lancaster University <http://www.lancs.ac.uk/fass/edres/profiles/Gale-Parchoma/>

This presentation will critically examine one-tutor’s experiences using of Technology Enhanced Learning (TEL) to reach learners in a further education programme, created for employees of the United Nations High Commission for Refugees who were stationed in conflict zones around the world. The presentation will include an analysis of design, delivery, and evaluation concerns, beginning with the conception of the programme and following through to on-line feedback from the eighth cohort of learners. This discussion will include examples of the cultural, pedagogical, technological, and security challenges for that affected both learners and tutors. A blend of quantitative and qualitative feedback from learner evaluations of the programme will be included.

*The World's Children in Crisis: Teachers Working in Emergency Situations*

**Professor Denny Taylor**, Department of Literacy Studies, Hofstra University, NY

The Everybody’s Child Project focuses on one of the most critical problems of the Twenty First Century: the increasing exposure of children worldwide to armed conflict, natural disasters, extreme poverty, and public health emergencies. The project combines social, cultural, psychological and medical research on catastrophic events and mass trauma and actively engages participants who include educational and health care professionals as agents of change, in transformative dialogues and projects, supported by technology, for and with children living in areas affected by catastrophic events and on going emergencies. The project is based on longitudinal ethnographic research in: (i) Israel, the West Bank and Gaza, and in (ii) Louisiana in the aftermath of Hurricane Katrina. Connections have also been established with researchers, humanitarian aide workers and teachers in Bangladesh, Haiti, Liberia, Peru, Rwanda, and Darfur.  The research imperative of the basic and applied field research is to heighten awareness of how the combination of medical and educational research can provide much needed information about the ways doctors and teachers can support children in the aftermath of catastrophic events or in on-going emergency situations. The pedagogical imperative is to use this knowledge to actively engage members of the teaching and medical professions in collaborative initiatives that will maximize the possibilities that children who have experienced catastrophic events or live in areas of on-going emergencies will recover and go on to live healthy and productive lives.

**Discussant: Dr. Anita Wilson,** Research Fellow,Literacy Research Centre, Lancaster University and Prison Ethnographer <http://www.ling.lancs.ac.uk/profiles/Anita-Wilson/>

**Provisional outline for Workshop**

Pre-conference dinner for speakers arriving previous evening

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| 9.30 - 10.00am | Refreshments and registration |
| 10.00 - 10.15am | Welcome, introductions, outline of the day |
| 10.15 - 11.00am. | Speaker 1 (30mins + 15mins discussion) |
| 11.00 - 11.45am | Speaker 2 (30mins + 15mins discussion) |
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| 11.45 - 12.00am | **Refreshment break** |
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| 12.00 - 12.45pm | Respondents/issues from the floor/ group discussions |
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| 12.45 - 1.45pm | **Lunch /Exhibition** |
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| 1.45 - 2.30pm | Speaker 3 (30 mins + 15mins discussion) |
| 2.30 - 3.15pm | Speaker 4 (30 mins + 15mins discussion) |
| 3.15 - 4.00pm | Respondents/issues from the floor |
| 4.00 - 4.30pm | Final Summing up/ **Refreshments**/ forward strategies. |
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| Depart - Survivors dinner event early evening | |