Ethnic Conflict in Afghan Society and Trauma of Young Children: A Psychological Approach to Hosseini's *The Kite Runner*

Shakila Akter Mukta[1]
Surya Akther Sumona[2]
Dr. Mst. Shahanaz Khanam[3]

Abstract

One of the most prominent themes in Khalid Hosseini's novel The Kite Runner (2003) is ethnic conflict. The Kite Runner (2003) focuses on ethnic tensions in Afghanistan between several communities. Through the traditional Afghan game of kite battling, Hosseini has attempted to outline the ethnic strife between the Pashtun and Hazara. Hosseini has depicted the disparities, rivalries, and hostilities between the Pashtun and Hazara in this writing. He has outlined how adolescents in a country plagued with ethnic conflict and atrocities grow mentally deformed as a result of traumatic experiences at a tender age. The primary goal is to show how ethnic conflict negatively and traumatically affects children's psychology. In order to have better understanding on trauma studies, manifestations of ethnic conflict, and the post traumatic consequences of ethnic conflict on child psychology, this text will be analyzed in the light of socio-cultural and psychosocial studies. This article will usepsychoanalytic concepts and a sociological literary approach to explore ethnic strife and its catastrophic and traumatic effects on child psychology in the context-The Kite Runner (2003)written by KhaledHosseini.

Keywords: Ethnic conflict, Psychological trauma, Posttraumatic stress disorder (PTSD), Psychoanalysis, Psychosomatic disorder

Introduction

The Kite Runner (2003)by Khalid Hosseini depicts a wide range of events such as ethnic conflict, ethnic cleansing etc. - that resemble real-life scenarios in Afghanistan. The majority of the incidents that indicate ethnic conflict and ethnic cleansing in Afghanistan occurred between the 1970s and the 2000s. This article discusses two of Afghanistan's most noteworthy ethnic groups: Pashtun and Hazara. Hosseini has done a brilliant job of demonstrating the distinctions and disparities between these two groups of people. He has also gone into great depth about how these two categories of people are treated. He has designed a few characters from the Pashtun clan and others from the Hazara clan. The most crucial feature of this literature is how children experience and grow up in the midst of ethnic

[1]Researcher
[2]Lecturer, Jagannath University
[3]Associate Professor, Southeast University (SEU)

tensions. This text not only explores Afghanistan's various ethnic divisions, but also the manifestations of ethnic conflicts. Hosseini has documented the psychological status of the children of both groups in considerable detail. He has sought to demonstrate how ethnic cleansing has a negative impact on the psychology of children who grow up in a society saturated with ethnic tensions.

The goal of this article is to show how ethnic conflict traumatizes children and has a subversive consequence on their psychology. Family and society are completely rearranged around a consistently traumatic situation as a result of ethnic bloodshed and conflict. Children are therefore negatively impacted by the traumatized family's transition as well as being directly exposed to atypical sources of stress. In this respect, The Kite Runner (2003)will be analyzed in the light of ideas such as ethnic conflict, ethnic cleansing, and pedophilia.

Literature Review

This section gives a summary of the numerous studies that have been carried out on Khalid Hosseini'sThe Kite Runner (2003)over the years. This section focuses on the issues on ethnic conflict and psychosocial aspects of The Kite Runner (2003). As far as possible the researchers have examined the works that are directly related to the current study.

On the basis of psychosocial theory, Mulyono (2009) examined Amir's behavioral development as well as external factors that impacted Amir's personality development.Miswari's(2010) discussed thethemes, characters and the ethicalaspects in KhaledHosseini'sThe Kite Runner) in her study. She explored internal elements of the novel.

Nisaconducted her dissertation titled as Ethnic Conflicts in KhaledHosseini's The Kite Runnerin 2014. Within her dissertation, she has focused on ethnicity and social issues of Afghanistan to show the reasons behind ethnic conflicts in Afghanistan.Through an in-depth reading of KhaledHosseini's novel, The Kite Runner,Hamouda (2018) explores the aspect of child abuse and its traumatic impacts on the victims.

Dagbahinvestigated in his Ethnic conflicts and symptoms of post-traumatic stress in children: A study of children from Bawku in north-eastern Ghana (2010) whether Ghanaian children who experienced moderately intense warfare exhibited PTSD symptoms as defined by the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders-IV).

Most PTSD (Post-traumatic Stress Disorder) researchers will agree that Kardiner's "Traumatic Neuroses of War"(1941) is a core psychological work on PTSD. Within it,Kardinerhad termed traumatic syndrome resulting from World War II as "neurosis of war" and he gave much psychiatric concepts on it.Pynoos et al. (1986) in their work Witness to violence: The child interviewproposeda highly pertinent technique for questioning traumatized children who have seen serious acts of violence, such as homicide, suicide, rape, aggravated assault, accidental death, kidnapping, and school and community violence. The work progresses from a projective painting and narrative to an investigation of the real traumatic event and its long-term effects before turning to topics centered on the post traumatic circumstance and its effects on the child. The study project was envisioned as an important counseling service intended to assist the kid, the child's family, and the larger social group in operating more efficiently in the wake of the children's psychological trauma.

Thus, there are numerous works related toThe Kite Runner (2003)butnone of the works, significantly focuses on the impact of post traumatic disorderon juvenile psychology caused by ethnic conflict in Hosseini'sThe Kite Runner (2003). The present research, therefore, has been designed to fill up a gap.

Methodology

To achieve the article's goal, this paper employs a qualitative approach to research and analysis. The paper is based on textual study through extensive literary works. The primary source of this paper is KhaledHosseini's famous novel, The Kite Runner (2003). A standard amount of prior literary endeavors concentrated on Hosseini'sThe Kite Runner (2003)have been taken care of and considered during this approach. The Kite Runner (2003)has been examined in-depth using psychoanalytic theories and socio-cultural studies to trace ethnicity, ethnic conflict, manifestations of ethnic conflict, and the detrimental influence of ethnic conflict on child psychology.

Objectives of the Study

The general objective of this article is to unleash the reasons behind ethnic conflict in the society. And this study has got the following specific objectives as well -
1.   to study the psychopathology of post-traumatic consequences
2.   to show the ways ethnic conflict becomes manifested
3.   to determine how trauma from racial violence affects the psyche of children and adolescents

Conceptual Theory

Psychological trauma, which is crucial to the practise of all psychological therapies, is one of the expressions that psychology has used the most over the course of its conceptual history. Recent studies have mostly focused on post-traumatic symptoms and associated diagnostic disorders. Despite the fact that the psychopathology of post-traumatic repercussions has received much attention, research on the psychopathology of trauma is continuously ongoing. The purpose of this particular section is to provide a broad overview of the most commonly recognised conceptual models for psychological trauma that are a part of the psychodynamic school of philosophy, which not only states the intrapsychic as well as behavioural factors that cause traumatic pathology but also provides a theoretical framework for a healthy and normal human growth during childhood.

A circumstance involving a harm to the psychic substance is referred to as a "psychological trauma". It has kept its etymological origin, deriving from the Ancient Greek term "trauma" (which means "wound"). Any experience that is thought intolerable, destroying one's psychological potential, and limiting one's capacity to connect with and actually feel kinship with others is generally seen as a trauma (McCarthy, 2007). According to Kalsched (2014), trauma is a word for a specific type of psychological harm to the emotional system that occurs when we are exposed to more than we can consciously tolerate, especially if we are ill-equipped to handle the ensuing mental states. Such an experience has the potential to shake our belief in a coherent, meaningful manner of seeing the world. As Greening (1990) quotes,"when we experience trauma, our relationship with existence itself is shattered."

According to Lazaratou (2017), a traumatic experience is a terrible life experience characterized by its severity, the person's difficulty responding correctly to its aftereffects, and its pathological long-term impacts on the psychological organization. Therefore, psychological trauma is an individual's distinctive experience of an incident or ongoing situations in which (a) the person's capacity to incorporate their emotional experience is overwhelmed; and (b) the person views it as a danger to their existence, psychosomatic integrity, or mental wellness (Pearlman &Saakvitne, 1995). The person could feel emotionally overpowering, cognitively dissonant, and physically exhausted. Post-traumatic stress disorder, mental disorders, anxiety-related conditions, substance abuse, disorders of appetite, and disorders of personality are frequent disorders that are connected to experiences with trauma.

A sensation of impending danger, violating mental and physical barriers, perplexity, confinement,betrayal of trust, feeling helpless, agony, loss of power,

detachment and loss are prevalent post-traumatic symptoms (Pearlman &Saakvitne, 1995). Conflicts, warfare, and torturing are a few examples of incidents that are connected to the traumatic sequelae. Abuse can take many different forms, which include psychological, sexual, and physical assaults. Natural disasters and accidents are also included in this category because they are less personal. In addition, even though they may not be perceived by others as traumatizing, deeds of commission, such as interpersonal harassment, or acts of omission, such as negligence and abandonment, can nonetheless cause a person to feel as though their integrity is in risk.

PTSD and Trauma

In both the DSM-III and DSM-IV, post-traumatic stress disorder (PTSD) was initially categorised as an anxiety illness. After witnessing or being subjected to a psychologically traumatic incident, a person may suffer aversive sensations of anxiety, dysfunctional behaviours, somatic symptoms, and physiological reactions. These symptoms are known as PTSD. Recent reviews of the clinical literature support the inclusion of PTSD in the trauma- and stressor-related disorders in the DSM-5. It is assumed that the PTSD symptomatology described in diagnostic manuals will result in significant clinical distress or limitation in a variety of life activities, including employment, social contacts, and other essential aspects of daily living.(Athanasiadou-Lewis, 2017).

Although trauma is usually a precursor to PTSD, the two conditions are not interchangeable, and it is crucial to emphasise that PTSD does not fully include post-traumatic symptoms (McNally, 2012). Not everyone who experiences trauma goes on to acquire PTSD, but all persons with PTSD have experienced some sort of injury at a certain point in the course of their lives. In contrast to PTSD, psychological stress can cause a variety of symptoms and syndromes, as shown by Yehuda and McFarlane (1995). The authors argue that the vast diversity of individual responses to stress is caused by a number of factors that are currently poorly understood. Additional mental illnesses such depressive symptoms, anxiety-related disorders, dissociative disorders, borderline personality disorder, and substance abuse are possible in patients who have undergone trauma. (Young, 1997). Chertoff (1997) asserts thatPTSD rarely manifests by itself and that a variety of psychiatric issues associated to trauma that are not entirely covered by the DSM-PTSD IV's framework frequently coexist, necessitating a more thorough treatment.

Psychodynamic approaches to trauma

According to Ringel and Brandell (2012), classical psychoanalytic interpre

tations have served as the foundation for much of the psychological research on trauma. The school of object relations and interpersonal psychoanalysis's contemporary psychodynamic procedures have also been incorporated into later modifications (Van der Kolk et al., 1996). Psychodynamic theory states that trauma has a shattering effect on a person's corporeality, requiring them to change psychologically and leaving them with specific but diverse psychological aftereffects. However, the psychodynamic model differs from previous theories in that it places a focus on developmental history, subconscious function, and interactions between individuals (Halewood, 2017).

For normal human development, it is essential that a kid have access to nurturing relationships and environments during their formative years. The dynamic between one's internal world and their external environment has a significant impact on an adult's functioning and happiness (Ringel&Brandell, 2012). Trauma has a special way of interfering with children's organic developmental potential, which includes the following: feeling safe within one's psychosomatic self and establishing a sense of belonging within one's human environment; having clear experiences of one's own mental states and expressing them authentically; recognising the mental states of others and responding empathically to them; imagining and symbolising; acting independently but also depending on others; and all of the above.

Trauma as explained by Freud

According to Freud's seminal seduction theory, sexual encounters during infancy and early childhood are the source of all trauma and the beginning of neurosis (Halewood, 2017). The "seduction hypothesis" he had developed, however, was abandoned for a variety of reasons. The prevalence of sexual abuse he witnessed in his therapeutic work first prompted him to doubt his assumptions. Second, he developed the Oedipus complex as a result of suppressed sexual desires for his mother, which led him to recognise that sexuality, even in infancy, was a major factor in shaping his personality. Freud's focus shifted from the role of social factors in the development of traumatic neurosis to that of repressed unconscious fantasy and intrapsychic conflict after this revision (Halewood, 2017). Freud continued to distinguish between traumatic and anxious neuroses by considering factors such as the role of unconscious dream and the nature of the resulting inner conflict (desire vs wrath, for example). According to Freud's clinical evaluations, patients' defences against the emerging anxiety—including denial, suppression, and distancing—and the memory of the trauma itself—were where the pathogenic agency lay. The discharge impact of the associated traumatic experience typically transformed these memories into manageable, ordinary memories that were available to the conscious

mind. Affectively unresolved memories, however, were theorised to enter the second phase of consciousness whenever a reaction discharge was impossible, where they would transform into secrets, either concealed from the conscious self or only accessible to it in a highly summarised form, and often acted out unconsciously (Fenichel, 1996).

Traumatic re-enactment, or the tendency for people to revert to familiar relating strategies in order to manage the stress brought on by reliving a traumatic event, was a similar discovery in the field of interpersonal psychology. This behaviour was first defined by Freud as compulsion to repeat in his early writings on "remembering, repeating, and working through" (Freud, 1958, p. 151). The notion of transference is based on the idea that a person's actions have consequences, and that the person's actions have consequences for other people. The concept of transference is a concept that has been around for a long time, and it's based on the idea that people are influenced by the actions of others.

Violence and psychosomatic disorder of children

On child psychology, the negative effects of ethnic cleansing or conflict are particularly strong. Childhood influences may have a considerably more negative impact on children's life paths than they do on adults'. Some children in wartime, for example, have been diagnosed with 'shell shock.' Shell shock is first thought to be caused by physical factors such as shellfire exposure. Kardiner's and Spegel's writings, on the other hand, contradict this (Kardiner, 1941, Kardiner& Spiegel, 1947). They proved that shell shock had psychological ramifications in their research. Shell shock, according to Kardiner, is caused by a change in an individual's surroundings, which overstretched the individual's defense strategies. Victims experience a wide range of symptoms as a result of their coping resources being stretched too far. Nightmares, aggressive conduct, and a decline in intellectual functioning are just a few of the signs and symptoms. Traumatic experiences have psychological impacts, in the opinion of the father of psychoanalysis, Sigmund Freud as well as his colleague Breuer. They have emphasized that traumatic emotions are often suppressed, resulting in the development of trauma-related disorders (Breuer & Freud, 1955). These previous findings referred to some of the signs of Post-Traumatic Stress Disorder (PTSD) and set the groundwork for many following investigations. For example, age-specific characteristics that affect children have been added to the Diagnostic and Statistical Manual of Mental Disorders (DSM)-III-R as a result of an influential research of trauma in children by Eth &Pynoos (1985). According to the DSMIII-R, when a kid is exposed to traumatic events, some of the typical symptoms that the child may exhibit include repetitive play activities that reflect the trauma's themes, as well as physical and psychological

symptoms such as separation anxiety. A loss of previously acquired developmental skills, such as language skills or toilet training, is also evident in the kid (American Psychiatric Association, 1987). The fourth version of the DSM, known as DSM-IV, is currently available. It also incorporates certain revisions to the PTSD diagnosis. Children often have dreams that repeat themselves. Childhood events, according to Freud, have a significant impact on adult life, moulding individual personalities. Children experience severe psychological suffering in response to reminders of the traumatic event, and they react physiologically to reminders of the traumatic event, which will continue to haunt them for a long time. Anxiety stemming from painful experiences in the past is frequently hidden from awareness, and it can cause problems in maturity (in the form of neuroses). Early physical abuse is sometimes linked to later externalizing behavior outcomes, and this link is mediated by the development of biased cultural information-processing processes in the interim. Low self-esteem, depression, self-harming ideas, and suicidal ideation appear to have deeper roots in childhood as psychiatric symptoms and risk-taking behaviors among children who have experienced sexual abuse (Kisiel& Lyons, 2001). Traumatized children from cultural minorities feel like social outsiders as a result of the psychosomatic condition, and they isolate themselves from everyday people, acts, and things.

Ethnic groups in The Kite Runner (2003)

A close inspection of this book reveals that different ethnic groups are represented in KhaledHosseini'sThe Kite Runner (2003). There are more than 10 ethnic clans in Afghanistan, although the Hazara and Pashtun are the most prevalent in The Kite Runner (2003). Except for a small number of Afghan Sikhs and Hindus, practically all Afghans are Sunnis, with only 10% of the population being Shi'a (Nisa, 2014). The dominant ethnic group, Pashtun, is identified as a Sunni Muslim in the book. The Hazara ethnic group, on the other hand, is a Shi'a Muslim minority. Because of their diverse ethnic identities, there are significant differences between Pashtuns and Hazaras in this text. In one section of the text, Amir, the protagonist of the story, is discovered to be reading an old history book from his father's library. He discovers chronicles of Pashtun cruelty and torture against Hazaras throughout history in that book, as he says – "In it, I read that my people, the Pashtuns, had persecuted and oppressed the Hazaras. It said that the Hazaras had tried to rise against the Pashtuns in the nineteenth century, but the Pashtuns had "quelled them with unspeakable violence"" (Hosseini 8, 2003). The theological variations between the ethnic groups were the principal reason of conflict. The Pashtuns were known as Sunni and the Hazaras were Shi'a. The Pashtuns regarded themselves as superior and dominant class to the Hazaras since they did not share the same cultural and religious customs. In this regard, Amir says – "The book said part of the reason

Pashtuns had oppressed the Hazaras was that Pashtuns were Sunni Muslims, While Hazaras were Shi'a." (Hosseini 8, 2003). It can be traced from the text that there are biological disparities between the two ethnic groups in addition to religious and cultural differences. For instance, "Hazaras are known as mice-eating, flat-nosed, load-carrying donkeys". (Hosseini 8, 2003). This also demonstrates that the Pashtuns and Hazaras in Afghanistan have significant variances.

Ethnic conflict in The Kite Runner (2003)

By definition, conflict is thought to be a battle for power or limited resources. This relates to disputes between ethnic divisions as well. Ethnic conflicts are sometimes blamed on unbalanced distribution of wealth and political influence among ethnic groups in states with a diverse community (Matsievsky, 2000:63). According to Basedau's definition of ethnic conflict (2011:6), ethnic conflict is "any conflict in which at least two ethnic groups are opposed over an incompatibility such as access to power and resources or more symbolic incompatibilities such as historical discourses." In fact, Afghanistan's civil war was sparked by ethnic groups competing for power and control of the country. The participation of external factors in Afghanistan's internal affairs is the main cause of civil wars. At the end of the nineteenth century, clashing colonial powers, British India and Russia founded the Afghan state to dominate its neighboring areas. The Pashtun royal family was crowned by British India and embraced Pashtun characteristics in their nation-state ideology (Schetter, 2003:3). As a result, Afghanistan has become synonymous with Pashtun. The history of Afghanistan was written from the perspective of Pashtuns.

When it comes to violence in Afghanistan's history, ethnic groups have played a crucial role. Ethnic conflicts have a significant impact on Afghans and may lead to societal violence. Ethnic differences increase the conflict between Pashtun tribe andtribes that are not Pashtun, whose insurgencies pose a threat to Afghanistan. Hostilities between ethnic groupings are more localized than national. The ongoing strife between ethnic tribes for the rights of land and water has dogged the history of Afghanistan. More on that,discrimination based on race and religion is what leads to persecution of Hazara people. It all begins in 1994 with the Taliban, a Pashtun group attempting to establish a state based on Islam. The organization initially eschewed ethnic rhetoric, but as time went on, it began to use both pro-Pashtun and anti-Shi'a themes. The Taliban frequently imprisoned and harassed people solely for ethnic grounds following violent conflicts with other groups.

Manifestation of ethnic conflict: rivalry, hostility, struggle

The element of ethnic conflict is quite apparent in Hosseini's writing. The emergence of class conflicts can be observed in three stages: rivalry, hostility, and struggle. Rivalry refers to a competition between different groups over their shared interests. They are irritated by one other because of their differing viewpoints on ideas and philosophies. The enmity between the Pashtuns and the Hazaras is prominent in this literature. Hosseini has depicted the prevalence of rivalry in a family, which is a crucial social institution. All of the principal characters, who are from various ethnic groups and compete in various tournaments, can be found by the readers. Amir, the protagonist of the story, has been aware of his ethnic identity and distinction since boyhood, and he has always tried to obtain more attention and care than his companion Hassan, whom he never accepts as an equal. Amir and Hassan have a bond because they are both Baba's sons and are nourished from the same breast. Because of their ethnic differences, neither Baba nor Amir can accept Hassan as a son or even a brother. Since their early childhood, Assef, Amir, and Hassan have been aware of the rivalry between Pashtuns and Hazaras. When Assef accuses Amir of befriending with a Hazara boy, Amir is found to say – "But he is not my friend! I almost blurted. He's my servant! Had I really thought that? Of course I hadn't. I treated Hassan well, just like a friend, better even, more like a brother. But if so, then why, when Baba's friends came to visit with their kids, didn't I ever include Hassan in our games? Why did I play with Hassan when no one else was around?" (Hosseini 36, 2003).

Post traumatic experience of the three Afghan boys: Amir, Hassan and Sohrab

The effects of racial violence on children and adolescents are difficult to ascertain. Family and society are completely rearranged around a traumatized state as a result of racial and ethnic violence and war. As a result, children not only experience uncommon sources of stress in a direct way, but they also suffer from the changes that the traumatized family goes through.

This paper makes an attempt to depict the experiences of three devastated Afghan boys- Amir, Hassan, and Sohrab, who come from different ethnic groups and are the main protagonists in the story. Amir is a Pashtun (Sunni Muslim) from the majority ethnic group, whilst Hassan and Sohrab are Hazara (Shi'a Muslims) from the minority ethnic group. Regardless of their cultural differences, these three youngsters are innocent victims of ethnic warfare. Due to the ethnic struggle that exists in Afghan society, they all encounter catastrophic occurrences such as betrayal in friendship, class problems, cultural bullying, sexual violence, genocide, and civil war. Child psychopathology, the cognitive study of mental problems in

children and adolescents, can be used to assess the traumatic experiences of these three boys. Child psychopathology is the study of children's mental health and the psychological factors that contribute to it.

This study is concerned with the extent to which the boys deviate from the norm. Amir is the upper-class boy and the protagonist of this story among the three boys. Despite his racial superiority, he is discovered to suffer from traumatic stress illnesses from early childhood to adulthood as a result of his childhood circumstances. He is never sure whether or not to officially welcome Hassan as a friend. He suffers from long-lasting psychological disorders after witnessing trauma of Hassan. He begins to feel guilty and remorse for not assisting Hassan, who is always discovered to be faithful to Amir. He loses interest in the activities he enjoyed prior to the catastrophe. Because he can no longer bear Hassan's presence, he begins to avoid all contact with him and plots to force him to leave their home. He suffers from restlessness and worry, which manifests itself in the form of chronic insomnia. He is unable to live a regular life due to an overwhelming sense of guilt.

In Khalid Hosseini's novel The Kite Runner (2003), Hassan is the ultimate scapegoat for ethnic conflict. He is a Hazara adolescent. He is later revealed to be Amir's half-brother and Baba's illegitimate son, who is never acknowledged socially. Assef, who is also from the ethnic majority group, raped Hassan. The victim's early emotional reactions to the rape range from shame, embarrassment, helplessness, disappointment, and distrust. Tragic event not only affects himphysically but also psychologically. After the tragic incident, he starts considering himself as asocial outcast and detaches himself from his immediate surroundings. Escapism through excessive sleep is his main form of defense against the bitterness of what he has gone through. A sense of emptiness alters his self-perception.

Shohrab is Hassan's son, and he witnessed the brutal murder of his parents while he was a toddler in Afghanistan during the Taliban regime. Later, he is sent to an orphanage, where he is preyed upon by Taliban pedophiles. Sohrab gets raped by the same individual who raped his father long ago. Repetitive behavior of Sohrab can be noticed after his traumatic experiences. He starts losing memory of his past which was very tragic. He can hardly recall anything about his family. The only thing that he can remember is his father's advice to be good to everyone. He becomes completely shuttered and loses his communication skills and spirit of life. A series of extremely traumatic incidents culminates in a suicide attempt aiming at defending himself against an unendurable brutal reality. There is a distortion of the child's identity and self-esteem. Sohrab begins to believing his body as anembodiment of sin and corruption, a shame to his lost family.

Conclusion

At the end of this paper, it can be fairly stated that ethnic conflict can be manifested in different violent ways and eventually it affects the life psychological trajectory of children far moreadversely than adultsin a society.

Understanding how ethnic violence affects the mental health of children and teenagers is a difficult task. Family and social structures are uprooted and reorganized in response to ethnic strife and violence. Therefore, not only are children directly exposed to novel causes of stress, but they are also profoundly impacted by the reorganization of the traumatic family unit.

Children suffer disproportionately in the time of and after the violent experiences caused by ethnic conflict and are often the most vulnerable and prone to being hit the hardest. The plight of the children caused by ethnic conflict in the novel, The Kite Runner (2003), takes on a symbolic as well as literal dimension.In fact, their usual routine is turned upside down and the serenity of their childhood is lost amid the escalating anxiety of disappointment, betrayal, remorse, and trauma. The traumatic experiences of the victimized children cause psychopathological disorders. Due to ethnic conflict and ethnic cleansing, children from both groups-ethnic majority and minority, suffer from mental distresses or the inconsistentportrayal of behaviors and experiences which may be symptoms of mental disorder or psychological impairment.

References

Athanasiadou-Lewis, C. (2017). A critical evaluation of the conceptual model and empirical evidence for current cognitive behavioral approaches to post-traumatic stress disorder from a counseling psychology perspective. *Edorium Journal of Psychology*, 3, 1-9.

Basedau, M. (2011). *Managing ethnic conflict: The menu of institutional engineering*.

Breuer, J., & Freud, S. (1955). On the psychical mechanism of hysterical phenomena: Preliminary communication from studies on hysteria. In *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, Volume II (1893-1895): Studies on Hysteria (pp. 1-17).

Chertoff, J. (1997). Psychodynamic assessment and treatment of traumatized patients. *The Journal of psychotherapy practice and research*, 7 1, 35-46.

Dagbah, F. E. K. (2010). Ethnic conflicts and symptoms of post-traumatic stress in children: A study of children from Bawku in north-eastern Ghana (Master's thesis).

Fenichel, O. (1996). *The Psychoanalytic Theory of Neurosis*. WW Norton & Company.

Freud, S. (1958). Remembering, repeating and working-through (Further recommendations on the technique of psycho-analysis II). In *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, Volume XII (1911-1913): The Case of Schreber, Papers on Technique and Other Works (pp. 145-156).

Greening, T. (1990). (1990a). PTSD from the perspective of existential-humanistic psychology. *Journal of TRaumatic Stress*, 3 (2), 323-326.

Halewood, A. N. D. R. E. A. (2017). 7 7 Psychodynamic Counselling Psychology. Counselling Psychology: A Textbook for Study and Practice, 88.

Hamouda, I. B. (2018). "from the certainty of turmoil [to the] turmoil of uncertainty ": Articulating Childhood Trauma in KhaledHosseini'sThe Kite Runner (2003); *International Journal of Scientific and Research Publications* (IJSRP) 8(5) (ISSN: 2250-3153).

Hosseini, K. (2003). *The Kite Runner* (2003). London: Bloomsbury Publishing Plc.

Ismayilov, G. (2008). *Ethnic conflicts and their causes*.

Kalsched, D. (2014). *The inner world of trauma: Archetypal defences of the personal spirit*. Routledge.

Kardiner, A., & Spiegel, H. (1947). *War stress and neurotic illness*.

Kardiner, A. (1941). *The traumatic neuroses of war. National Research Council*. Psyc-BOOKS, Washington, DC, US, 258.

Kiser, L. J., Ackerman, B. J., Brown, E., Edwards, N. B., McColgan, E., Pugh, R., & Pruitt, D. B. (1988). Post-traumatic stress disorder in young children: A reaction to purported sexual abuse. *Journal of the American Academy of Child & Adolescent Psychiatry*, 27(5), 645-649.

Kisiel, C. L., & Lyons, J. S. (2001). Dissociation as a mediator of psychopathology among sexually abused children and adolescents. *American Journal of Psychiatry*, 158(7), 1034-1039.

Lazaratou, H. (2017). Interpersonal trauma: psychodynamic psychotherapy and neurobiology. *European Journal of Psychotraumatology*, 8(sup4), 1351202.

Matsievsky, Y. (2000). *Ethnic conflicts: Typology, causes and forms of manifestation*.

McCarthy, J. (2007). A framework for healing from loss: A further integration of psychodynamic and social work theory. *Journal of human behavior in the social environment*, 14(3), 45-79.

McNally, R. J. (2012). The ontology of posttraumatic stress disorder: Natural kind, social construction, or causal system?. Clinical Psychology: Science and Practice, 19(3), 220.

Miswari, M. (2018). THE KITE RUNNER (2003) OF KHALED HOSSEINI. *At-Tafkir*, 11(2), 92-110.

MULYONO, S. J. (2010). AMIR'S PERSONALITY DEVELOPMENT IN KHALED HOSSEINI'S THE KITE RUNNER (2003) (2004): A PSYCHOSOCIAL APPROACH (Doctoral dissertation, UniversitasMuhammadiyah Surakarta).

Nisa, K. (2014). *Ethnic conflicts in KhaledHosseini'sThe Kite Runner (2003) (Doctoral dissertation*, Universitas Islam NegeriMaulana Malik Ibrahim).

Pearlman, L. A., & Saakvitne, K. W. (1995). Trauma and the therapist: Countertransference and vicarious traumatization in psychotherapy with incest survivors. WW Norton & Co.

Pynoos, R. S., & Eth, S. (1986). Witness to violence: The child interview. *Journal of the American Academy of child Psychiatry*, 25(3), 306-319.

Ringel S. &Brandell J. R. (2012). *Trauma : contemporary directions in theory practice and research.* SAGE Publications.

Schetter, C. (2005). Ethnicity and the political reconstruction of Afghanistan (No. 3). ZEF Working Paper Series.

Smith, T. W., Glazer, K., Ruiz, J. M., & Gallo, L. C. (2004). Hostility, anger, aggressiveness, and coronary heart disease: An interpersonal perspective on personality, emotion, and health. *Journal of personality*, 72(6), 1217-1270.

Stavenhagen, R. (1998). Ethnic conflicts and their impact on international society. *International Social Science Journal*, 50(157), 433-445.

Van der Kolk, B. A., Pelcovitz, D., Roth, S., & Mandel, F. S. (1996). Dissociation, somatization, and affect dysregulation: The Complexity of adaption to trauma. *The American journal of psychiatry*.

Yehuda, R., & McFarlane, A. C. (1995). Conflict between current knowledge about posttraumatic stress disorder and its original conceptual basis. *The American journal of psychiatry*, 152(12), 1705–1713.

Young, A. (1997). *The harmony of illusions: Inventing post-traumatic stress disorder* (Vol. 11). Princeton University Press.