

WG2: societal impact & relevance of SSH Research

Results of Y2

Paul Benneworth, Reetta Muhonen & Julia Olmos-Peñuela

Overview of this session

- Introduction to the WG, review of Y2 & reprise of Y1 baseline (Paul & Reetta)
- 3 paper presentations by Y2 STSMs
 - Developing a synthetic mapping of discourses on stimuli, barriers and hurdles of SSH impact generation (Stefan de Jong)
 - Developing a synthetic mapping of discourses on stimuli, barriers and hurdles of SSH impact generation (Agne Girkontaite)
 - Virtue model for research impact in the humanities (Eirikur Smari Sigurdarson, Elena Castro Martinez & Paul Benneworth)
- Reflections on what we learned in Y2
- Noting the learning points for Y3

Approaches to Assessing Impacts in the Humanities and Social Sciences

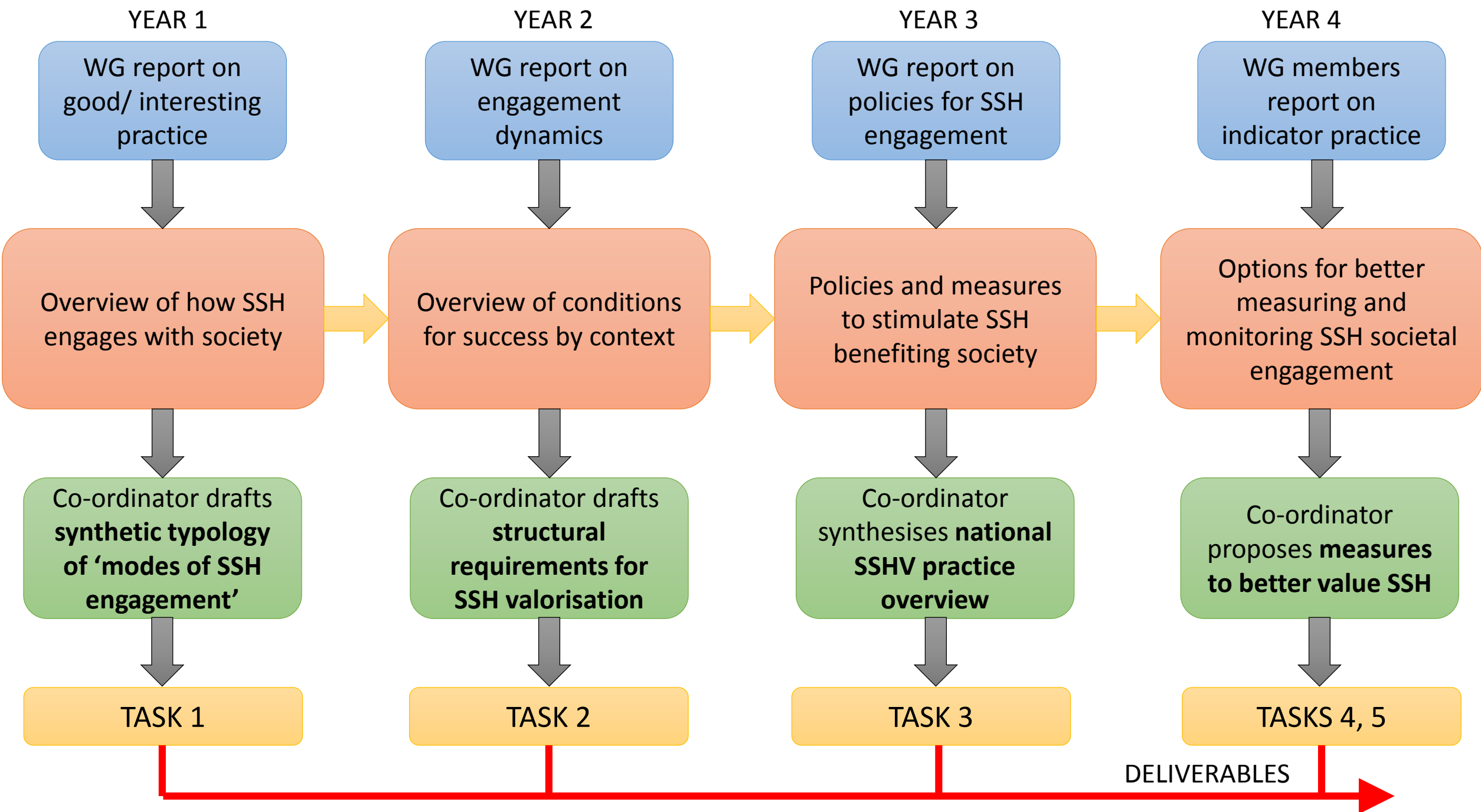
May 2017



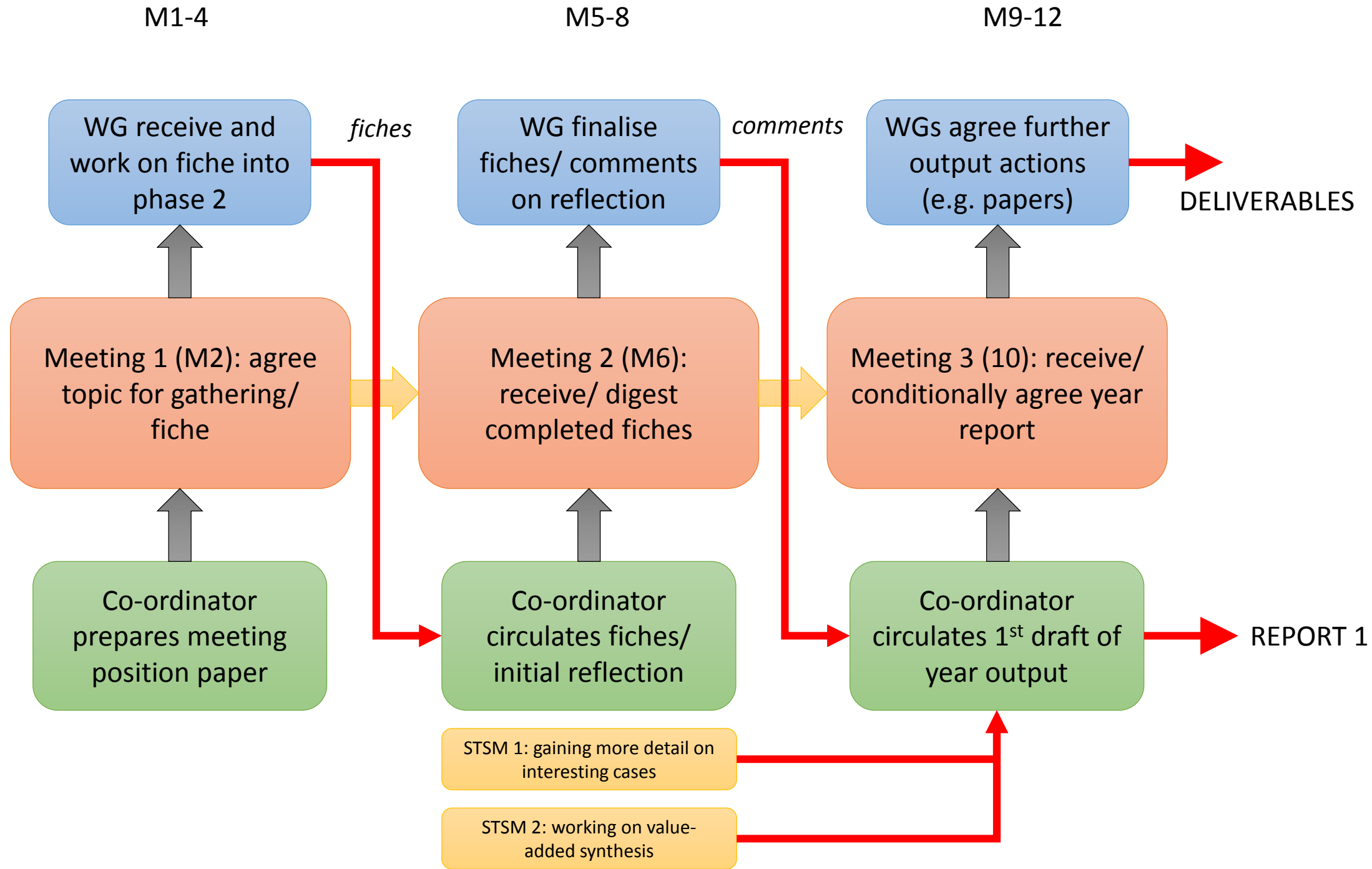
Introduction to WG2

The objective of this working group is to analyse the non-academic partnerships and environments of SSH research, in their diversity

- Task 1. Generate a typology of societal forms of engagement in the SSH, and observe commonalities and specificities in national and disciplinary practices of engagement.
- Task 2. Observe the structural requirements and conditions favouring the flowing of SSH knowledge towards society at large.
- Task 3. Observe national policies to stimulate cooperation between the research sector and the socio-economic or NGO partners.
- Task 4. Propose easier procedures for collecting data about engagement with society, or socio-economic stakeholders. Reflect about possibilities of their inclusion in national information systems.
- Task 5. Propose measures to better value the SSH.



YEARLY WORK CYCLE



Main working practices

- WG Meetings (2-3 times per year)
– chance for group to shape ongoing activities
- Active discussion in these sessions
– brainstorming/ convergence/ decision
- Data gathering by WG participants (prerequisite to attending WG meetings)
- Short-term scientific missions (4 to date) – travel by researcher to host to undertake key piece of work in the programme



Progress: tasks and deliverables for WG2

- Our main **deliverables** are
 - D1 Scientific papers on societal relevance of the SSH
 - 6 papers submitted for a SI of Research Evaluation (post RESSH17)
 - 4 STSMs → 2 in RE SI, 1 → WP, 1 → underway
 - D2 Policy brief about stimulating societally relevant research
 - Focus of GP3 & Training School
 - D3 Recommendation and guidelines for proof-based impact narratives
 - Development and testing of Fiche approach
 - Development of stylized typology of SSH Impact
 - D4 Training school about increasing the visibility of SSH relevance to society
 - Croatia, 12-15 February 2018

Publications and Presentations

- Publications:
 - Muhonen Reetta (2017) Tieteen hyödyt piiloutuvat numeroilta. [Benefits of science – impossible to measure by numbers] Tiedepolitiikka 2017 (4), 31-34.
 - Muhonen Reetta (2017) Tieteen hyödyt piiloutuvat numeroilta. [Benefits of science – impossible to measure by numbers] Alusta! 21.4.2017
 - Benneworth, P. (2017) We need a better understanding of ‘good’ research impacts, Canadian Federation for the Social Sciences and Humanities
 - Spaapen, J. (2017) What is science worth for us? Canadian Federation for the Social Sciences and Humanities
- Presentations:
 - Meeting for European Network for Research Evaluation in the Social Sciences and Humanities (ENRESSH), 19th January 2017, Prague, Czech Republic.
 - SSH Pathways to societal impact. Paper presented to the ENRESSH network meeting 7.-8.3.2017 Sofia, Bulgaria
 - Annual Sociology Meeting, 23-24 March 2017, Tampere, Finland.
 - Impact, social science and humanities, Oslo Institute for Research on the Impact of Science (OSIRIS) Workshop, Oslo, Norway, 27th March 2017.
 - Luxemburg Institute of Socio-Economic Research, 12th April 2017, Luxemburg.
 - Mechanisms of SSH engagement with society) Opetus- ja kulttuuriministeriö/Ministry of Education and Culture. Finland, Helsinki, 15th May 2017.
 - Annual symposium of Science and Technology Studies, 8.–9.6.2017, Helsinki.
 - Research Evaluation in the Social Sciences and Humanities, Antwerpen, 6th-7th juli 2017.
 - European network for Evaluation in the Social Sciences and the Humanities -meeting. July 5, 2017. Antwerp, Belgium.
 - 30th Annual Conference on Higher Education Cobsortium, CHER, 28-30.8.2017, Jyväskylä, Finland.
 - “Impact Taxonomies in the Humanities and Social Sciences”, Copenhagen, Denmark, September 1, 2017.
 - Understanding and stimulating SSH impact and engagement with society, ENRESSH Training School, Zagreb, Croatia, 13th-16th February 2018 (3 presentations)

Training School Zagreb 2018

- Early in project → interactive set up ('think tank')
- Learning by doing & discussing (plenaries mixed with tasks/ feedback)
- 'Social science slam' Ministry of Education & local jury
- Applications based on CV plus practical impact case
- 4 full days (incl. evening SSS)
- 31 trainees, 6 trainers, no unplanned departures
- Fuzzy participation boundaries (Agne/ Stefan)
- Policy-maker involvement (NO Research Council)
- Evaluated by students as average good/ very good.

Training School Zagreb 2018



Photos courtesy of Antun Plenkovic

Objectives of GP3

- Main focus is European Platform of Impact Contexts (EPIC):
proposal from Training School.
 - Lisbon: develop outline fiche for EPIC data gathering
 - Summer 2018: Finalise Fiche
 - Autumn 2018: Circulate Fiche
 - Winter 18/19: STSM(s) analysing the fiche
 - April/May reports published
- Joint activity with SIG ESR “What effects does the societal impact agenda have on Early Career Researchers”
 - Additional to interviews/questions already underway in SIG
 - Analysis & Reflection on what is useful here (STSM Winter 18/19)
 - Policy-makers
 - Senior RO managers
 - ESRs

ENRESSH-meeting, Lisbon, Portugal

Reflections on year 2: Development of typology of
SSH impact

Reetta Muhonen, Julia Olmos Peñuela & Paul Benneworth

Operationalisation of RQ

Research question

What are the mechanisms of SSH research leading to societal impact?

- The focus of this study is on the impact of academic research
 - at least one researcher was required to be within an academic institution
 - We defined scientific research, broadly, merely requiring the originating researcher to have a material link to a university/research centre related to the impact production.
 - Empirically, the data covers a range of cases from the exploitation of decades of research experience in expert settings to publishing a scientific book to popular acclaim.
- Operationalised RQ: *Without what impact would not have occurred?*

Data

- Total of 61 SSH impact cases, from 17 countries, gathered by ENRESSH members

Data was collected on the following topics:

- 1) motivation of researchers to aim for the specific societal impact,
- 2) key people involved
- 3) the societal impact itself
- 4) productive interactions,
- 5) obstacles,
- 6) support and
- 7) evidence of use and relevance.



Meta-analysis of impact cases

Countries (17)	Social sciences	Arts & Humanities	STEM
Finland, Iceland, Norway	public finance, administrative law, human geography	history, philosophy	medicine, chemistry
Belgium, France, Germany, Netherlands, Switzerland, UK	sociology, , religion studies political science, social work, criminology, educationl sciences, psychology	archeology, ethnology, cultural antrophology,	industrial engineering, architechture
Croatia, Estonia, Serbia, Slovakia	journalism, communication sciences, science studies, gender studies, cultural studies	linguistics, philology, music, theatre studies, classical studies, documentarism	
Cyprus, Italy, Spain, Portugal	multidisciplinary research		

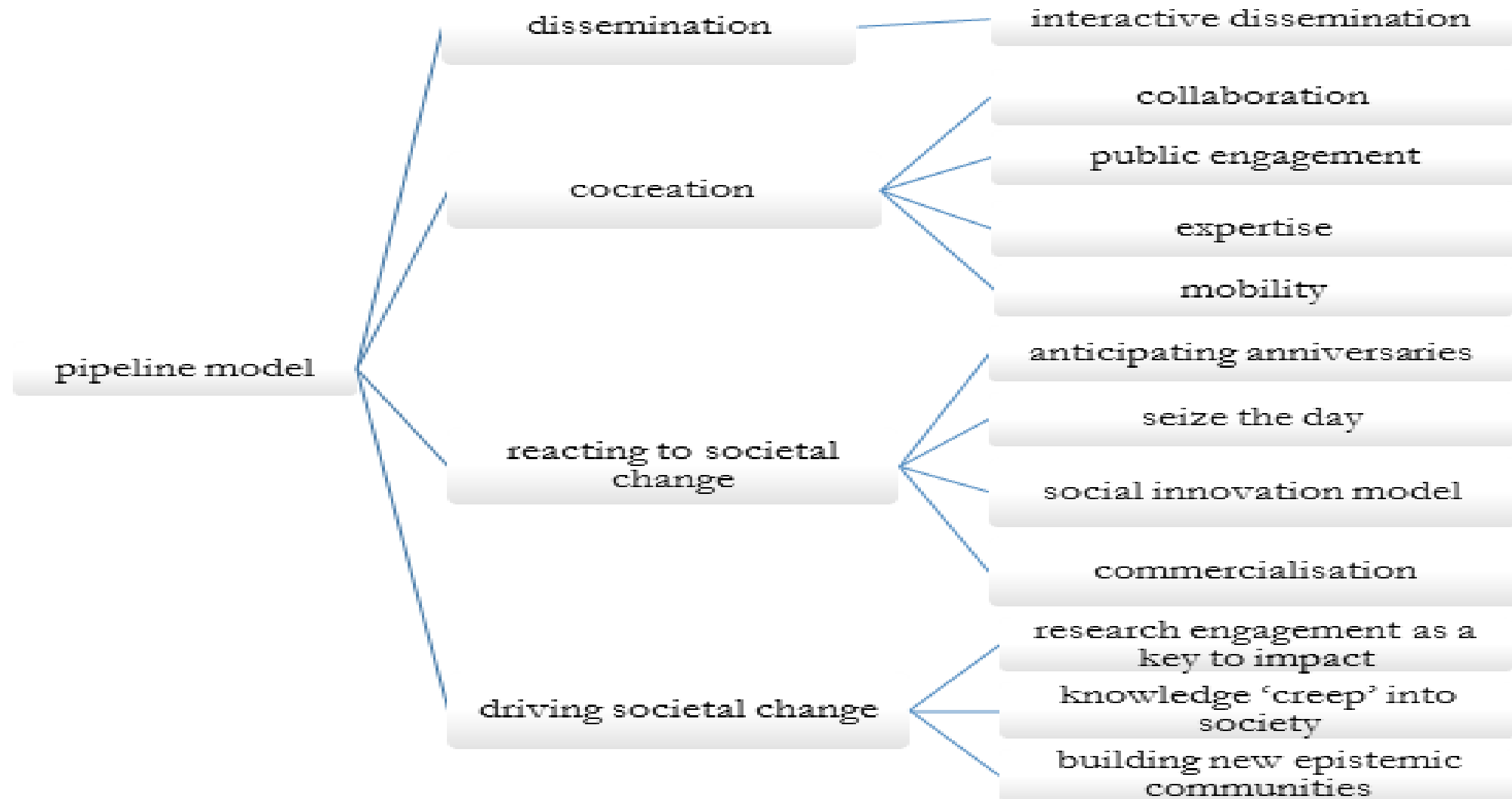
Meta-analysis: type of knowledge playing a key role in impact cases

- *research question*
- *research process*
- *content*
- *approach*
- *method*
- *expertise*
- *concept*
- *theory*
- *product*

First draft of typology, Prague meeting, January 2017

- 1. Expertise – researcher plays a role as an expert in the project commissioned outside university
- 2. Cocreation activities – research group or researcher collaborates regularly with stakeholders
- 3. Research process by itself as an action of societal impact – targets of the study get recognition and sense of empowerment
- 4. Media and public engagement – results of research are taken into action by using society as a laboratory
- 5. Epistemic training – researchers give lessons and produce training modules on the basis of new way of thinking the research they've conducted has brought up
- 6. Evaluation study – researcher/ researchgroup produces quality checking tools, makes policy recommendations
- 7. Knowledge dissemination – policy makers, business and NGO representatives, citizens etc. become aware of the results of research through publications, social media, websites, databases, broadcasts etc.

SSH pathways to societal impact



SSH PATHWAYS TO SOCIETAL IMPACT – 12 models

General model	Model	Mechanism	Example case
The pipeline model →→			
Dissemination	1. The interactive dissemination model	Stakeholders become aware of the results of research through publications, social media, websites, databases, television or radio.	Young descendants of African immigrants, Portugal

General model	Model	Mechanism	Example case
Cocreation	2. The collaboration model	<p>a) a researcher collaborates regularly with stakeholders</p> <p>a) impact is gained through open access ideology (or citizen science)</p> <p>a) impact is gained through interdisciplinary or transdisciplinary approach</p>	<p>History Lab, Portugal</p> <p>Brussels Studies Institute, Belgium</p> <p>Theatre, Spain</p>
	3. The public engagement model	Results of research are taken into action by using society as a laboratory. Publicity is a necessity for impact.	All male panel, Finland
	4. The expertise model	Researcher plays a role as an expert, makes policy recommendations, conducts an evaluation study or other kind of contract research.	Professor of philosophy, Norway

Reacting to societal change	6. The ‘anticipating anniversaries’ model	Researchers are preparing themselves to coming issues discussed in the media.	Holenstein, Switzerland
	7. The ‘seize the day’ model	Something happens ranging from ongoing policies and hot topics brought up in media to coincidences like, natural catastrophes and terrorist attacks, which makes <i>suddenly</i> some topics more relevant than others.	11M Mourning archive, Spain
	8. The social innovation model	Work starts independently and then at some point two sides come back together.	Voice passport, Spain
	9. The commercialisation model	Research results are taken into use by developing the product based on the idea research brought up and making the product available on the market.	Natural tincture techniques, France

Driving societal change	10. The research engagement as a key to impact	Research process increases awareness of the topic at hand. Targets of the study get recognition and sense of empowerment through the research process.	Child abuse and neglects, Finland
	11. The knowledge ‘creeps’ into society model	<p>Research results ‘creep’ into daily life and political arena. In parallel or later on, some changes take place in relation to</p> <p>a) public opinion or</p> <p>a) legislation.</p>	<p>Nation State, Iceland</p> <p>Sign language, Iceland</p>
	12. The building ‘new epistemic communities’ model	Researcher introduces a new way of thinking and this changes institutional practices (like curriculum) and provides professionals with new resources to cope with.	Pfenninger, Switzerland

Different worlds? Finding complementarity

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COST Action CA15137 ENRESSH
WG2 meeting

Problem

How researcher's dilemmas, struggles or stimuli in societal impact generation are portrayed and explained?

- Audiences
- Tensions and trade-offs
- Complementarity

Method

Literature review:

- recommended literature
- Web of Science, keywords “societal impact” (576 results), “social relevance” (427), “societal relevance” (141), “research valorisation” (3), “science-society interface” (19)
- 130 publications on societal impact
- 20 on individual level

Method

Limitations:

- lack of research in SSH fields, so non-SSH fields included
- non-English and books excluded

Results

- Engage!
- But differ:
 - field
 - department
 - social status

Motives

- personal satisfaction
- financial rewards (funding)
- other benefits
- recognition within scientific community

Scientific community!

Idealistic and opportunistic tensions

Idealistic tensions

Business and
industry

Professional
practitioners

Scientific world

Politics

Media

General public

Idealistic tensions

Business and
industry

Professional
practitioners



Scientific world

Politics

Media

General public

Idealistic tensions

Main issues:

- theoretical vs applied knowledge
- slow vs fast research
- international vs local (object, language)
- ownership of knowledge
- „translation“ - simplifying, framing
- neutrality

> stereotype of engaging academic as a fake

Opportunistic tensions

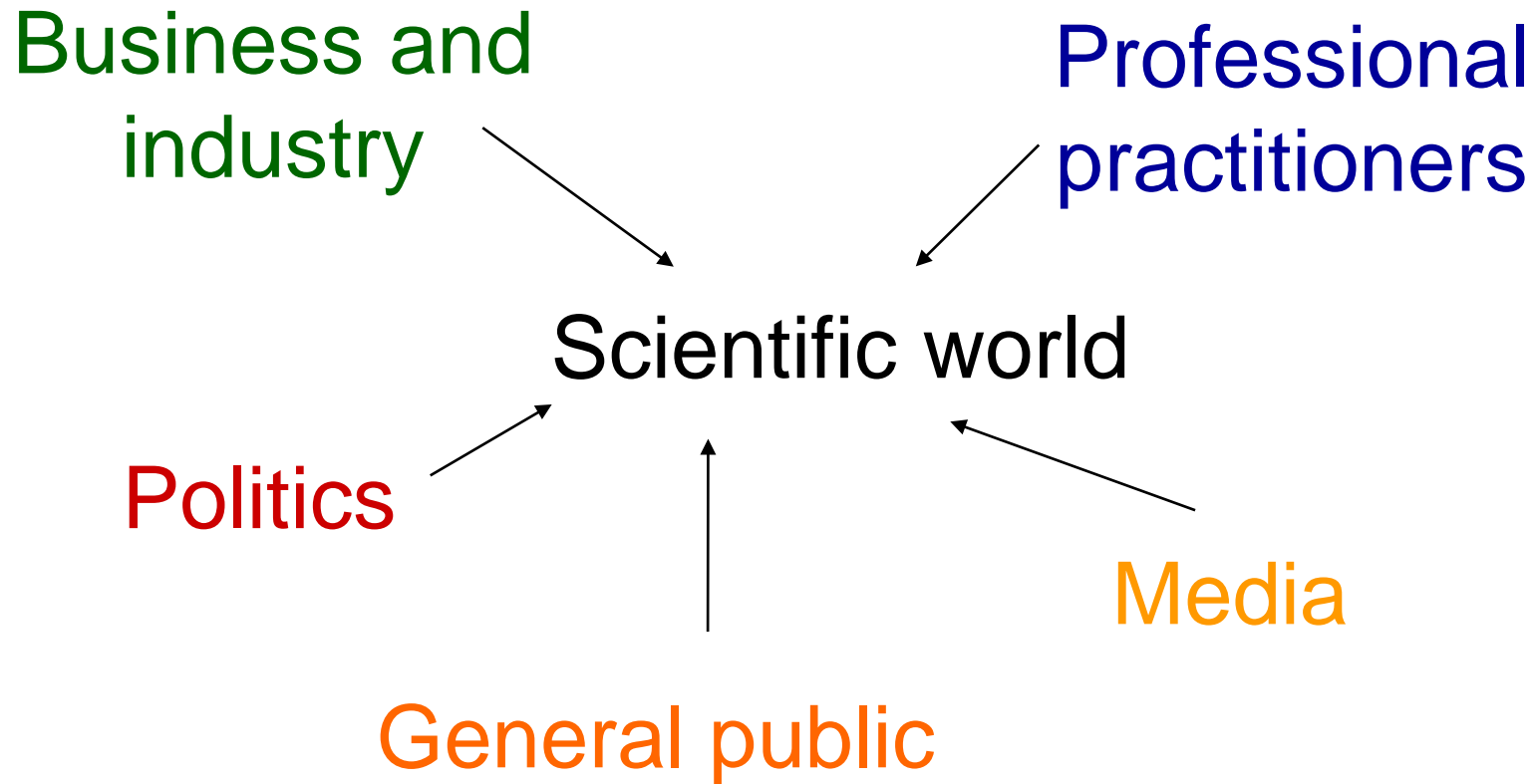
- limited time and resources
- additional work

Opportunistic tensions

- limited time and resources
- additional work

- Additional?

Complementarity



Complementarity

Endogenous, integral

On different levels:

- Individual
- Relationships
- Institution

> no contradiction

Scientific community!

Finding complementarity

Scientific communities

- External pressures (funding):
socially relevant included in “real” research
(but sometimes with discomfort)

Scientific communities

- External pressures (funding):
socially relevant included in “real” research
(but sometimes with discomfort)
- Internal mindset:
socially relevant is good research

Conclusion

- Community → identity of a researcher

Am I a researcher when I engage into societal impact activities?

- Perceive it as complementary, integral part.

Thank you!

Questions?

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A virtue model for research impact in the humanities

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Paper presented to WG2 ENRESSH Update Seminar, *Societal impact and
relevance of SSH research*

Lisbon, Portugal, 8th-9th March 2018.

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- INGENIO: hosting & supporting STSM; arranging seminar.
- Reetta Muhonen for curating the fiches

Exogeneity of value assumptions to humanities impact

- Impacts of research in the humanities: Multiple.
 - Technology
 - Policy
 - Praxis
 - Impacts can be local or global in nature.
- But not well reflected in policy frameworks
- Societal impact of humanities badly understood
- Very limited literature on the subject (Agnė Girkontaitė et al., forthcoming: STSM within ENRESSH 2017).

Evaluation metrics & goal displacement in the humanities

- “Work within SSH evidences that humanities scholars themselves recognise alternative values, beyond the economic and commercial, in the work they do... This article calls for humanities scholars to build upon such evidence, in providing an alternative approach that engages with policymaking as opposed to avoiding it.” (Bulaitis, 2017, p.7)
- “if there is goal displacement there should also be goals that we are missing and it should, at least in principle, be possible to replace the goals where they belong. If current evaluation practices move research away from its proper goals we should be able to identify the proper goals.” (Sigurdarson, 2017, p. 5)

The contributions of humanities to a 'better world'

- UNESCO on Social Transformations
- “The world is undergoing important social transformations driven by the impact of globalization, global environmental change and economic and financial crises, resulting in growing inequalities, extreme poverty, exclusion and the denial of basic human rights. These transformations demonstrate the urge for innovative solutions conducive to universal values of peace, human dignity, gender equality and non-violence and non-discrimination. Young women and men, who are the most affected by these changes, are hence the principal key-actors of social transformations.” (UNESCO 2017a)
- “The humanities are crucial in fostering understanding of cultures and shedding light on social transformations. They offer key input on such “Management Of Social Transformations” priorities as social inclusion and sustainable development.”
- “Managing social transformations is not only about technical solutions; it is also about imagining creative alternatives. In this work of imagination, the disciplines of the humanities have a key role to play.”

UNESCO, 2017b, P. 14

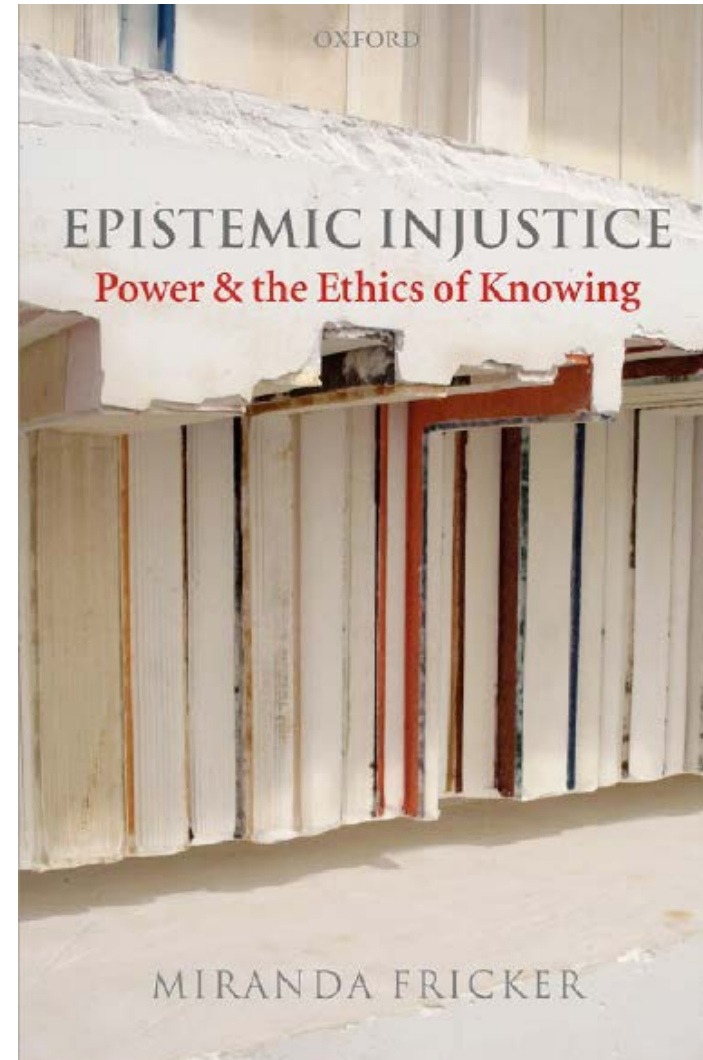
Social capacities & Epistemic Virtues

- Páll Skúlason: “The University and the Ethics of Knowledge”, 2015 [2006]
- 1. Acquiring beliefs is not an act of will.
- 2. Selecting true beliefs is not a technical process.
- Rather, what matters is that we have acquired epistemological virtues that ensure as well as make possible the validity of our beliefs.“
- Linda Zagzebski: Individual responsibility and conscientiousness. The value of knowledge is based in the responsible and conscientious actions of individuals.
- Among the epistemic virtues most discussed are:
 - Open-mindedness.
 - Epistemic humility.
 - Epistemic courage.
 - Epistemic justice.
 - Creativity.

Epistemic (in-)justice & societal capabilities

Two main forms:

- Testimonial injustice
 - People denied from social justice by being denied platforms and voices to articulate their exclusion
- Hermeneutical injustice
 - Individuals lack conceptual and linguistic resources to understand and communicate their own experiences.
- Recently developed the theory within the framework of social capabilities.



Capabilities (1)

- 1. Life.
- 2. Bodily Health.
- 3. Bodily Integrity.
- 4. **Senses, Imagination, and Thought.**
- 5. Emotions.
- 6. **Practical Reason.**
- 7. **Affiliation.**
- 8. Other Species.
- 9. Play.
- 10. **Control over one's Environment.**

Nussbaum (2010)

Capabilities (2)

- Epistemic Contribution: A Central Human Capability?
 - “The general idea that human well-being has an epistemic dimension depends on the idea that functioning not only as a receiver but also a giver of epistemic materials is an aspect of human subjectivity that craves social expression through the capability to contribute beliefs and interpretations to the local epistemic economy.”
- Capabilities?
 - Basic: Innate potential (e.g. imagination).
 - Internal: Trained capacity (e.g. sexual pleasure).
 - Combined: Additionally require “social uptake”.
 - Research has significant role in making this “social uptake” possible.

Fricker (2015)

Research Question

- Can we use capabilities, including epistemic capabilities, to help us understand the societal impact of research, in particular research in the Humanities?

Methodology

- Using the SSH Impact Fiches from ENRESSH WG2
- Analysed 10 cases in H or SSH, and 2 in SS
- The cases (see R) seem to have as the goal for societal impact what can be classified as a Fricker/ Nussbaum capability.
- Some cases are clearly focused on epistemic contribution.
- Two cases about sign-language users (Belgium, Iceland).
- Two cases about children and their experiences (Finland, UK).
- Two cases about marginalised communities (Serbia, Slovakia).
- Two cases about changing perceptions (Germany, Spain).

Observed capabilities created in the cases

- Life (5)
- Bodily Health (6)
- Bodily Integrity (3)
- Senses, Imagination,
• and Thought (5)
- Emotions (2)
- Practical Reason (3)
- Affiliation (4)
- Other Species (0)
- Play (0)
- Control over one's Environment (4)
- Epistemic contribution (8)
- (policy (8); praxis (7); technology (4))

Next steps

- Collect more detailed information on some of the cases
- (up to 10 cases from Iceland, Spain, Netherlands, Serbia, Slovakia, Croatia?)
- Questionnaires to researchers and to stakeholders (or direct interviews).
- Formulate on basis of capabilities (not a checklist!).
- Output: Matrix of values (like Boni and Gasper 2012)?
- Impact: Policy, public understanding, ...

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Final discussion – 10 learning points for Y3

1. There is a tension between ‘excellence’ and open-citizen-responsible science at the highest levels that affects evaluation
2. There is a gender dimension to impact – it is often additional work that takes extra time and might be hard to compare with caring responsibilities
3. Scientists do not always see creating impact as a bad thing – in some communities e.g. law it can be almost unselfconscious
4. Low Performing Countries are not to blame for the impact environments; there is a double Matthew effect with impact evaluation – they have fewer resources to create impact and so are less good at telling persuasive impact stories
5. Impact can be endogenous – but if it is hard to achieve than it ends up being exogenous; NONLUK have managed to make it easy for researchers to find impact endogenous
6. The nonlinearity of research also applies to impact creation; what is more important is the capacity to react to opportunity than define ex ante the impacts to create.
7. There is a risk that if impact becomes important in scientific judgements then it will be captured by powerful people and reflect what they do as impact, hindering other kinds of impact.
8. Fields of research each have their own missions; a law faculty is part of a legal system, a faculty of theology as links to the church, & French philology is about teaching foreign languages
9. Some more modern disciplines are less secure in their foundations (in comparison to philosophy) and so impact may provoke feelings of inferiority and undermine them
10. Destabilising the idea of the ivory tower: when we talk about engaging with society you are talking about taking sides existing societal conflicts and that has a downside