

COURSE SYLLABUS

POLI 4481: Theories of Violence, Persecution and Genocide

Department of Political Science

Dalhousie University

Fall 2012

Class Time:	Wednesday 11:25-2:25
Location:	McCain 1198
Instructor:	Dr. Margaret Denike
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Office Hours:	Wednesday 3:00-4:30, or by appointment

COURSE DESCRIPTION:

This course will provide an overview of contemporary theoretical approaches to systemic violence, particularly against racial, ethnic, and sexual minorities. It will have as an overriding objective the review and refinement of critical analysis of 'race-thinking' and constructions of ethnic and cultural difference and related hierarchies, and the role of such thinking in the perpetuation of persecution and genocide. Through a selection of historical and contemporary case studies, it will assess different accounts and explanatory frameworks for understanding the instigation and exacerbation of persecution and genocide. Attending to the role of the state and state policies in the history of violence. It will examine the discourses and practices that have both fuelled and justified the colonization of native peoples, enslavement of racial groups, the holocaust, and ethnic cleansing in 20th century genocides. We will also consider the recent attempts of the international community to prevent, deter, and curb genocidal outbreaks, and the theoretical assumptions about human behaviour that underpin them.

An initial focus, and underlying theme of this course remains the theory and application of *biopolitics* – and whether and to what extent it facilitates our critical analyses of violence. The course will provide an opportunity to evaluate the explanatory efficacy of 'biopolitics' within the context of understanding systemic violence.

REQUIRED TEXTS:

- Scheper-Hughes, Nancy and Philippe Bourgois (eds.), Violence in War and Peace: an Anthology, Blackwell Publishing: 2004.
- Thomas Lemke, *Biopolitics: An Advanced Introduction*. Trans Eric Frederick Trump. NY: NY University Press, 2011.
- Additional course materials will be made available electronically, either through web links to library or internet resources (provided on the syllabus) or PDF documents available through the OWL Black System.

EVALUATION PROFILE:

a) POLI 4481

Class Participation	10%
Essay 1	30% (2000 words max; due Oct 10)
Essay2	30% (2000 words max; due Nov. 7)
Test	30% (Nov 30)

b) POLI 5481:

Class Participation:	10 %
Presentation:	35%
Research Essay:	55%

MARKING SCHEME

A+ = 88%+	B+ = 77- 79%	C+ = 67- 69%	D = 50-59%
A = 84 - 87%	B = 74 - 76%	C = 64 - 66%	F = 0 - 49%
A- = 80-83%	B- = 70 - 73%	C- = 60 - 63%	

PARTICIPATION:

The preparation and participation of each and every student in the class discussions will determine the success of the course. Students are expected to attend every class, and to have completed the readings and given themselves time to think about them in advance of each class. The participation grade will be based on attendance; the completion of readings and preparation for discussion; and on the active, respectful participation in every seminar. Students are required to come to class with the reading for that week in hand, and to be ready to use the reading as a reference when answering questions about them. In advance of the classes, some discussion questions or other directions will at times be circulated by email, and students are expected to be prepared for these discussions and/or exercises.

ESSAY ASSIGNMENTS:

1. Essay 1: Biopolitics

Followed by a variety of scholars in different disciplines, Michel Foucault used the term 'biopolitics' to describe a logic of governance and related formations of power that concerned themselves with the management of populations and the preservation of 'life' itself. In doing so Foucault provided what some might call a theory or model of power, that may (or may not) be helpful to explain contemporary racism and/or the race-thinking that underlies systemic violence and even genocide.

For this essay, you are asked to show your understanding of the term ‘biopolitic’ or ‘biopower’, as formulated by Foucault and perhaps at least one other scholar who has taken up and/or applied this concept to explain social and/or political behavior, including the conditions that foster systemic violence.

Questions that may assist you:

What does an analysis of biopolitics help us understand, and help us contextualize?

To what extent do biopolitics—as a theoretical framework, paradigm —shed light —or not, as the case may be—on social and political practices.

How might this/these theories be productively applied to understand social and political phenomena of violence?

2. Essay (Due Nov 7) 2000 words max

You are asked to demonstrate your understanding of a leading question or central debate on any topic of your choice covered in these readings and/or course discussion; clarify the debates, analysis or critique brought to the subject; and conclude with a consideration of the implications for public policy. You are welcome to supplement these resources with additional research materials or scholarly journals, etc, but you are expected to engage with the course materials, and the questions or themes that these give rise to.

Consider, for example, the legacy of colonial violence: what specific claims have been made about it by post-colonial scholars? what is the relationship between historical practices of colonial conquest –in any of its aspects—and the ‘invention of race’ and/or related hierarchies that underlie and/or are used to justify violence.

Each topic and set of weekly readings addresses a finite set of questions that point to contemporary or historical instantiations of systemic violence, and/or to theoretical perspectives that either address them or may be used to explain aspects of them.

You are also welcome to further explore biopolitics, in a way not covered in your first essay.

Please see the “Additional Guidelines for Essays” below for further details on the requirements and expectations concerning essay format, development, structure, and referencing.

General Essay Objectives:

- a) Concerning comprehension, breadth of the materials that you cover, and accuracy of content. One objective of this assignment is for you to demonstrate your understanding

and thoughtful application of a wide selection of the readings covered during the course and listed on the syllabus for this course and /or in the text used for this course. For your essay to be clearly related to the course material, you are required to ensure that at least two the chapters or articles that are listed on the syllabus are central to your discussion and analysis, and /or that you draw on a minimum of 4 of the readings. Think of your essay as a take-home written test –so to speak-- carefully developed, edited, and polished – and demonstrating your mastery of the course materials.

- b) Concerning format. It is also designed to assist you in developing and/or demonstrating the skills and practices of clearly and accurately representing, documenting, contextualizing, and contrasting the ideas and arguments of other writers on a given topic, while organizing and developing them into a coherent scholarly argument, analysis. This means that you should avoid quoting out of context, or using claims of authors superficially or inaccurately. Moreover, an important requirement for achieving clarity about whose ideas you are quoting and how they differ from another, is to ensure that you always explicitly state WHO is being quoted and the nature of the work they do (eg: In her study on XYZ,... the anthropologist Jane Brown notes that
- c) Concerning focus. It is designed to address theories and/or approaches to violence in a given context. It also is designed for you to show your consideration and understanding of the implications for public policy for your selected issue..

Additional Essay Guidelines:

Please provide coherently developed, organized, and focused essay, typed, double-spaced, 1-inch margin with numbered pages, in which you demonstrate your understanding of a leading argument, debate, or a question covered under any of the topics listed on the course syllabus and/or in discussion for this course.

In accordance with academic essay writing guidelines, it is strongly advised that you attend to the structure and organization of your discussion. This means, for instance, that in a typical introductory paragraph, you would introduce your topic, focus or thesis, and (if appropriate) identify which authors or works and/or which themes or issues your ensuing discussion and analysis will focus on. Throughout your essay, use complete sentences and effective transitions, drawing on examples or illustrations --and properly referenced citations or paraphrasing-- from the texts you are discussing or analyzing. For each paragraph, try to ensure that it has a clear focus (signaled by a leading, topic sentence). To maintain coherency throughout your discussion and analysis, you may choose to compare or contrast different authors on certain topics or issues. Or you may put your own creative touch on the organization of your thoughts and comments.

It is necessary for you to use proper citations and documentation for any paraphrasing or quotations taken from the text. For such referencing, you may use MLA, Chicago, McGill, or APA style guidelines, as you prefer (though you cannot mix these with each other). (I suggest

that you use the Chicago author/date system, since this is one of the easiest and transparent systems to use, the guidelines for which are available online). This also means that, if and when you are quoting a particular author or resource, you make it very clear and explicit *who* you are quoting at any given moment [For example, consider using language such as: As Jane Doe argues in her 2005 study of xyz...., “blah, blah...” (Doe 25).] As this example clarifies, you need to ensure that precise page numbers of the references you use are included in the body of your text (or in your footnotes, if using McGill style), and that the articles you reference be listed in a ‘bibliography’ or ‘works cited’. You may find these guidelines on-line.

You are asked to provide the precise word count, excluding your notes and bibliography, at the top of your paper; also at the top of your paper, please provide the name of the referencing style that you use to reference and document your sources throughout the paper –for example, Chicago, MLA, APA, McGill style.

Please keep electronic and paper copies of all essays in case they are misplaced.

GENERAL INFORMATION

Missed Assignments:

All assignments **MUST** be submitted by the deadline, and the test written on the date that it is scheduled in class.

If you think you will not be able to submit your essay in time (because of illness) you must contact your instructor **IN ADVANCE** of the class, and **NOT** on the due date for the assignment, and provide appropriate medical documentation. Late essays will be penalized at 3% per day.

Plagiarism

All students in this class are required to read and understand the policies on plagiarism and academic honesty as outlined in the Policies and Student Resources sections found at www.plagiarism.dal.ca.

Ignorance of such policies is no excuse for violations.

Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the university, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived.

At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie website. The Dalhousie Senate has affirmed the

right of any instructor to require that student papers be submitted in both written and electronic format, and to submit any paper to a check such as that performed by Turnitin.com.

As a student, you are required to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

POLI 5481 WRITTEN ASSIGNMENTS

1. Research Essay (3500-4000 words max); Due Nov. 30

For students registered in this course as POLI 5481, you are welcome to consider working on one of the two topics listed above on biopolitics and/or other critical/theoretic analyses to explaining what violence is, and how it how it operates. Otherwise, you are asked to choose a topic from any of those listed on the course syllabus and/or discussed in class. Drawing on a range of readings from the course syllabus and from additional research materials to assist you in sharpening your topic and focusing your argument, develop a coherent discussion and/or analysis of either a a particular theory of violence or genocide; a current or historical debate; a significant question or line of inquiry; or a persistent theme or problematic relating to this topic. Consider, for example, whether and to what extent one or more approach to violence or genocide holds offers a viable account; or consider: what are the limitations of any particular approach; or consider whether any particular theory/approach (eg of colonial violence, scapegoating, etc) helps to account for other incidences or forms of violence that have not been addressed by that author. Or consider, as well, the implications for public policy (I.e., what does the problem or issue that you are addressing imply for domestic policy? International Organizations? Or, rather, for the mandate of reform, for example tor a UN body? Or international legal mechanisms etc.).

There is plenty of room for you to choose topics of interest to you. You are encouraged to discuss your topic with me, within the first three weeks of the course, especially if you wish to consider a topic that is not squarely related to the material on the syllabus.

Ideally, you will spend a term developing your understanding of the facts and issues relating to your topic, and take up a clearly focused question addressing the politics and/or practices of violence.

You need to ensure that you use current material to develop and supplement your discussion and analysis, ideally articles from peer-edited scholarly journals and comparable first-hand resources (court or government documents; legal cases or jurisprudence; records of committee hearings, tribunals, etc.)

Please see the guidelines above for additional details on essay format, structure, etc.

2. Class Presentation

In the first week of classes, you are asked to review the syllabus, and choose a weekly topic that interests you.

Please email me (at m.denike@dal.ca) your first three choices of topics/dates. On a first-come, first-serve basis, I will do my best to assign you to your first choice.

Your task will be to lead a class lecture and discussion (for roughly 60 minutes), presenting on the material, and clarifying its argument, implication, contribution to understanding violence, etc. to the class. When considering your framework of your presentation, please keep in mind that the POLI 4481 students will inevitably be tested on some key aspect of the material that you will cover (eg: on their understanding of the general arguments or approaches of the authors you discuss; how the argument might be applied),

In other words, your challenge will include “teaching” a class and/or leading a seminar discussion on a reading/topic of your choice that includes the challenge of articulating, clarifying, contextualizing the key arguments of a selected author, while situating those claims within a general context that helps to explain them and/or relate them to other themes covered in this class.

You are encouraged to approach the topic or issue creatively, bringing to bear any other material, readings, brief media or film clips, power-point slides, images, handouts; etc. that may assist you in engaging the class on the topic.

You are asked to submit to me an outline of your presentation, including lecture notes or any handouts on the day that it is scheduled.

Schedule of Weekly Topics and Readings

Weeks and Topics

1. Sept 12

Introduction and Overview

- No readings
- Clarification of course objectives and expectations
 - Racial frameworks and genealogies
 - Biopolitics as a framework/object
- *Film clips and discussion.: Documentary: Racism: A History – Part I (first 10 mins) and/or The Power Principle. These are available on the Top Documentary Films website: <http://topdocumentaryfilms.com/racism-history/>*
- *Racism: A History, part II: at 20 mins or so, is race theory; scientific racism, natural selection, the logic of imperialism; Robert Knox, etc.*

2. Sept 19

Violence and Theory: Inquiry and Method

Biopolitics: A Brief History and Introductory Overview

- Nancy Scheper-Hughes and Philippe Bourgois, “Introduction: Making Sense of Violence,” from the course text, *Violence in War and Peace*, pp. 1-31.
- Thomas Lemke, “Introduction,” “Life as a Basis of Politics,” and “Life as an Object of Politics,” in *Biopolitics*. N.Y.: New York University Press, 2011, pp. 1-32
- Michel Foucault, Lectures for March 17, 1976.

3. Sept. 26 Presenter: Nywani Albert-Howe

Biopolitics and the Possibility of Genocide

- Thomas Lemke, “The Government of Living Beings: Michel Foucault” in *Biopolitics*. N.Y.: New York University Press, 2011, pp. 33-52
- Michel Foucault. Michel Foucault, “Part Five of the first volume of the History of Sexuality: “Right of Death and Power over Life” (Fr. 1976; 190]
- Paul Rabinow and Nikolas Rose, “Biopower Today” *Biosocieties (2006) pp. 195-217*
- *Giorgio Agamben, Homo Sacre. Selections.*

Resources:

- *Racism: Part documentary: Part II and III*

4. Oct. 3 Presenter: Louise Cockram

Savages and Settlers: Frontier Violence

Colonialism and Economic Exploitation

- Bartoleme de Las Casas, Brief Account of the Devastation of the Indies (1542). Selections.

- Taussig, Michael. "Culture of Terror – Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture," in *Violence in War and Peace: an Anthology*, pp. 39-53.
- Theodora Kroeber, "From *Ishi in Two Worlds*," *Violence*, pp. 54-60
- Nancy Scheper Hughes, "Ishi's Brain, Ishi's Ashes,"
- Brian Ferguson, "Tribal Warfare," in *Violence*, 69-73.
- Robert Gordon, from "The Bushman Myth: The Making of a Namibian Underclass..." in *Violence*, pp. 73-76

References and Resources

- Jonathan Hart, "Introduction," *Empires and Colonies. Empires and Colonies*. Cambridge: Polity Press, 2008, pp. 1-18. (ISBN: 978-0-7456-1614-7)
- Jonathan Hart, "First Expansion: 1415-1517," *Empires and Colonies*. Cambridge: Polity Press, 2008, pp. 18-47
- Fanon, Frantz, "Concerning Violence (*The Wretched of the Earth*)," in *On Violence*, pp. 78-100.
- Stanley Milgram's experiment (documentary fragments)
- On the question of why the 20th century has been so violent: see war of the world on Top docs:
<http://topdocumentaryfilms.com/the-war-of-the-world/>

5. **Oct. 10 : Presenter 3**

**Colonial and Imperial Supremacy: Law and the Legitimization of Occupation
Humanitarianism as a Politics of Life**

- Antony Anghie, Introduction *Imperialism, Sovereignty and the making of International Law*. NY: Cambridge University Press, 2004, pp. 1-14.... And if time permits, please also read his chapter "Making War with Terrorists" from the same book. (BLS)
- Didier Fassin, "Humanitarianism as a Politics of Life," *Public Culture* 19:3 (2007), pp. 499-520.
- Michael Hart and Antonio Negri, "Biopolitical Production," *Empire*. Harvard University Press, 2000, pp. 22-42 *Cambridge*:

Reference:

- *Empire and US Foreign Policy*): <http://topdocumentaryfilms.com/power-principle/>
- Makau Mutua. 2001. "Savages, Victims, and Saviors: The Metaphor of Human Rights," 42/1 *Harvard International Law Journal* (Winter 2001), pp. 201-245.
- Antony Angie, "Making War with terrorists" from
- Didier Fassin, *The Empire of Trauma: An Inquiry into the Condition of Victimhood*. Trans Rachel Gomme. Princeton: Princeton University Press.
- Lecture by Didier Fassin, at the Maison de Francaise at Columbia University, 2010, available on iTunesU or iTunes podcasts.

6. Oct. 17 : Presenter: Lillian Oduche
Theorizing Genocide : Blood, Soil and Ideology
Cambodia in Context

- Kiernan, Ben. "Introduction," *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*, Yale University Press: New Haven & London, 2007, pp. 1-40.
- Arjun Appadurai, "Globalization and Violence" and "Fear of Small Numbers," in *Fear of Small Numbers: An Essay on the Geography of Anger*, Durham: Duke University Press, 2006, pp. 37-65. (ISBN: 0-8223-3863-7) (OWL)
- Alexander Laban Hinton, "Why Did You Kill?" The Cambodian Genocide and the dark Side of Face and Honor," *Violence*, pp. 157-168

Resources

- *Documentary: Year Zero*
- Ben Kiernan, "Blood and Soil," lecture on iTunesU.

7. Oct. 24 Presenter: Corinna Geng
The Holocaust and The Banality of Evil
Scientific Racism and The Pursuit of the Ideal Citizen and Nation

- Levi, Primo. "The Gray Zone," in *Violence*, pp. 83-90.
- Arendt, Hannah. "From Eichmann in Jerusalem: A Report on the Banality of Evil," in *Violence*, pp. 91-100.
- Borowski, Tadeusz. "From This Way for the Gas, Ladies and Gentlemen," in *Violence*, pp. 109-117.
- Gretchen E. Schafft, "Scientific Racism in the Service of the Reich: German Anthropologists in the Nazi Era," in Alexander Laban Hinton, ed. *Annihilating Difference: An Anthropology of Genocide*. Berkeley: University of California Press. 2002. pp, 117-134

References and Resources:

- Kiernan, Ben. "*Blut und Boden: Germany and Nazi Genocide*," *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*, Yale University Press: New Haven & London, 2007, pp. 416-454.
- Ladelle McWhorter, "Managing Evolution..." *Racism and Sexual Oppression in Anglo-America*, Bloomington: Indiana University Press, 2009, pp. 196-244.
- Gourevitch, Philip. "From *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda*," in *Violence in War and Peace: an Anthology*, pp. 136-142.

- “Adolf Hitler, The Right of Emergency Defense (*Mein Kampf*),” in *On Violence*, pp. 127-142. (OWL)
- Ian Shapiro, Lecture on the Eichman trial:
<http://academicearth.org/lectures/introductory-lecture>

8. Oct. 31: Presenter: Elenah Nolendan

Gendered Violence in War and Peace

The Sexual / Racial Politics of Degradation

- Bourdieu, Pierre. “Gender and Symbolic Violence,” in *Violence in War and Peace: an Anthology*, pp. 339-342.
- Patrick Hopkins, Patrick Hopkins (1992), “Gender Treachery,” from Ed. Evelyn Ashton-Jones, Gary Olson and Merry Perry, *The Gender Reader*. Toronto: Allyn and Bacon, 2000, pp. 129-151. (BLS)
- Bourgois, Phillippe. “The Everyday Violence of Gang Rape,” in *Violence in War and Peace: an Anthology*, pp. 343-347.
- Catherine MacKinnon, “Genocide’s Sexuality,” *Are Women Human?* Cambridge: Harvard UP, 2006, pp. 209-233.

Resources and References:

- “Del Martin, Battered Wives,” in *On Violence*, pp. 255-261.
- Das, Veena. “Language and Body: Transactions in the Construction of Pain,” in *Violence in War and Peace: an Anthology*, pp. 327-333. Danner, Mark. “From *The Massacre at El Mozote: A Parable of the Cold War*,” in *Violence in War and Peace: an Anthology*, pp. 334-338.
- *A must-see documentary: PBS Oct. 2011: Women, War, and Peace*. Trailer available at: <http://jezebel.com/5847405/miniseries-tells-story-of-wars-hidden-victims-women>
- Human Rights Watch. 2009. *‘They want us exterminated’: murder, torture, sexual orientation and gender in Iraq*. Available at: <http://www.hrw.org/sites/default/files/reports/iraq0809web.pdf>

9. Nov. 7: Presenter: Alexandra Simonik

Rwanda: Body, Culture Purity

- Samantha Power, Ch. 10: “Rwanda: ‘Mostly in a Listening Mode,’ “*A Problem from Hell*”: *America and the Age of Genocide*, pp. 329-389. (for an account of the Rwandan genocide addressed by Orford)
- Christopher C. Taylor, “The Cultural Face of Terror in the Rwanda Genocide of 1994,” in Alexander Laban Hinton, ed. *Annihilating Difference: An Anthropology of Genocide*. Berkeley: University of California Press. 2002, pp. 137-178 (selections)
- Mahmood Mamdani, “When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda,” in *Violence in War and Peace*, pp. 468-474

- Malkki, Liisa H. “From *Purity and Exile: Violence, Memory, and National Cosmology among Hutu Refugees in Tanzania*,” in *Violence in War and Peace: an Anthology*, pp. 129-135.

Reference:

- Anne Orford, Ch. 3: “Localizing the Other” from *Reading Humanitarian Intervention: Human Rights and the Use of Force in International Law*. Cambridge University Press, 2003, pp. 96-110
- Philip Gourevitch, *We Wish to Inform you that tomorrow we will be killed with our families: stories from Rwanda*. NY: Picador, 1998, selections: pp. 47-62 and 85-100 (ISBN: 0-312-24335-9)
- Documentary selections on the context of the genocide. (*Last Just Man*)

10. Nov. 14 Presenter : Angela Paradiso
Communal Violence and Scapegoating
Targeting and Isolating Minorities

- Litwack, Leon F. “From ‘Hellhounds,’” in *Violence in War and Peace: an Anthology*, pp. 121-128.
- Robyn Wiegman, “The Anatomy of Lynching,” *Journal of the History of Sexuality*. 1993
- Timothy V. Kaufman-Osborn, “Capital Punishment as Legal Lynching?,” in Charles J. Ogletree, Jr. and Austin Sarat, eds. *From Lynch Mobs to the Killing State: Race and the Death Penalty in America*. NY: New York University Press, 2006, pp. 21-54.(PDF)

Reference:

- Rene Girard, “Violence and the Sacred,” from Bruce B. Lawrence and Aisha Karim, *On Violence*, pp. 334-350. (BLS)
- Charles Mills, “Overview” in *The Racial Contract*. Ithaca: Cornell University Press, 1997, pp. 9-40. (BLS)
- Sherene Razack, “How is White Supremacy Embodied? Sexualized Racial Violence at Abu Ghraib,” *Canadian Journal of Women and the Law*, vol. 17 (2005). Pp. 341-363 (selections). Available through Project Muse database at:
http://muse.jhu.edu.ezproxy.library.dal.ca/journals/canadian_journal_of_women_and_the_law/v017/17.2razack.pdf

11. Nov. 21 Test

12. Nov. 28: Presenter: Katie Harper
Religion and Violence –Western Style

- William Connolly, “The Evangelical Capitalist Resonance Machine,” *Political Theory* 33:6 (December 2005), pp. 869-886

- Kiernan, Ben. “Epilogue: Racial and Religious Slaughter from Bangladesh to Baghdad,” *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*, Yale University Press: New Haven & London, 2007, pp. 416-454