It is hard today to escape images of violence in our media: from ISIS beheadings to drone attacks, from violence against women to violence against the Mother Earth, from the violence of the military industrial complex to the violence of poverty brought on by global capitalism, we are all victims and perpetrators of aggression.

This is a good time, then, to pause and ponder a few questions:
- Are we violent by nature or made violent by society? (Hobbes/Freud vs. Rousseau)
- Has western civilization made us potentially more violent or less violent? (Zygmunt Bauman vs. Norbert Elias)
- Is violence primary physical or symbolic? (Judith Butler/Edward Said vs. Randall Collins)
- Is the violence of the oppressed legitimate? (Frantz Fanon/Jacqueline Rose vs Mahatma Gandhi)
- But most importantly, what is violence anyway?

While our overall orientation is theoretical, we will consider and discuss specific historical cases of violence and cruelty, from colonialism and neo-colonialism to the Holocaust, terrorism and the so-called war on terror, juridical violence, and so on.

Students are expected to take turns leading the seminars. The final project will be a collaborative and creative research essay in which teams of graduate and undergraduate students will develop a normative perspective on violence. You will not merely regurgitate theory but actively engage in theorizing.

Course objectives
By the end of the term, you should be able to
- distinguish between and identify various forms of violence;
- identify major debates within the field of social theories of violence;
- critically apply theories to actual cases of historical and contemporary violence.

Skills
Students who pass this course will hone their skills at
- evaluating and applying abstract concepts and theoretical perspectives to particular cases of violence
- synthesizing text materials with personal observations and experiences
- organizing and summarizing information and textual material
- conducting library and media research
- writing research reports and essays
- critically analyzing information presented in multi-media
- expressing informed views on national and international issues

Class activities
Class activities will involve presentations and class discussions. Presentations will focus on key themes, concepts and passages derived from each reading. Discussions will in part be guided by ‘discussion topics’ (see course outline) but seminar participants are expected to be prepared to initiate their own discussions. You can discuss current events, films, fiction, and news that relate to the theories under consideration or you can choose your favorite paragraph in the readings and discuss its significance. See attached guidelines for more information.

Attendance is mandatory except in cases of illness and unavoidable conflicts, such as doctor appointments or travel for conferences and sport activities on behalf of the university.

Course texts and resources
Required readings:
- Custom course package and electronic resources

Course evaluation

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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Weight</th>
<th>Considerations</th>
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<tbody>
<tr>
<td>Midterm essay exam</td>
<td>October 20</td>
<td>20%</td>
<td>Excluding graduate students</td>
</tr>
<tr>
<td>Final paper outline</td>
<td>November 24 and Dec 1</td>
<td>10%</td>
<td>Sign up by November 17</td>
</tr>
<tr>
<td>Final paper</td>
<td>December 7</td>
<td>40%</td>
<td>60% for graduate students. See attached guideline</td>
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<tr>
<td>Seminar presentations</td>
<td>Sign up on first day of class</td>
<td>20%</td>
<td>See guideline</td>
</tr>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>10%</td>
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Department of Sociology’s Grading Guide

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<th>Percentage</th>
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<th>Grade point value</th>
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<tr>
<td>82-85</td>
<td>A-</td>
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<tr>
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<tr>
<td>50-53</td>
<td>D</td>
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Outline of Readings

**Topic 1: What is violence?**
September 1
- Course overview
- Randall Collins, ‘Three Faces of Cruelty’
  - **Discussion topic:** find three contemporary cases of ferocious, callous, and ascetic cruelty (one of each). Discuss the capabilities and limits of Collins’ theory in light of these actual examples.
- Assignment of group work

**Topic 2: Is violence sociogenic or psychogenic?**
September 8
- Thomas Hobbes, ‘On the Natural Conditions of Man’
- Jean Jacques Rousseau, ‘On the Origins of Inequality’
- Sigmund Freud, ‘Thoughts for the Times on War and Death,’ ‘Why War?’

**Supplementary readings:**
- Walter Benjamin, ‘Critique of Violence’
- Marcel Mauss: ‘The Gift’

**Topic 3: Has civilization made us potentially more violent or less violent?**
September 15
- Emile Durkheim, ‘The Two Laws of Penal Evolution’
- Michel Foucault, Selections from *Discipline and Punish*
  - Reflections: ‘Criminal Charge Dropped Over Afghan Beating Deaths’
  - Reflections: Slavoj Zizek, ‘Between Two Deaths: The Culture of Torture’
  - **Discussion topic:** Do you agree with the assumption that western societies have become progressively more humane? Can you think of examples where things have regressed? What explains it?

**Supplementary Readings:**
- Christopher Einolf, ‘The Fall and Rise of Torture’
- Michel Foucault, ‘Right of Death and Power over Life’
- Giorgio Agamben, selections from *Homo Sacer*
- Naomi Klein, ‘The Torture Lab’

September 22
- Norbert Elias, Excerpts from *The Civilizing Process*
- Steven Pinker Chapters 1 and 10 from *The Better Angels of Our Nature*
  - **Discussion topic:** Do you agree with the assumption that human (specifically western) societies have become progressively more humane?

September 29
- Zygmunt Bauman, Introduction, chapters 4 and 6 of *Modernity and the Holocaust*
- Film: *The Wannsee Conference*
Discussion topic: Do you think it is possible for events similar to the Holocaust to happen again? In what circumstances would you think it can take place?

Supplementary sources:
- Fog of War (film)
- Why We Fight (film)

Topic 3: Physical and symbolic violence
October 6
- Judith Butler, ‘Violence, Mourning, Politics’
- Naomi Klein, ‘Let Them Drown’
  - Reflections: ‘Iraq’s My Lai’?
  - Reflections: ‘The Shooting of Little Akaber’
- Discussion topic: Do we have a moral duty to know and to have empathy for those we are in conflict with? Can you think of any practical ways to improve mutual identification and empathy?

October 13
- Edward Said, ‘Introduction’ (Orientalism)
- Edward Said, ‘Impossible Histories’
- Edward Said on the Myth of the Clash of Civilizations (film)
- Edward Said on Orientalism (film)
- Discussion topic: Is misrepresentation a form of violence? Is it a cause of violence? Can you think of situations where a country might have political interests in misrepresenting others? Can you think of historical situations in which cultural misrepresentation has led to or facilitated violence?

October 20 **** Midterm Exam ****

Topic 4: Structural violence
October 27
- Etienne Balibar, ‘Outline of a Topography of Violence and Cruelty’
- Naomi Klein, ‘Disaster Capitalism’
- Discussion topic: Do you agree with Balibar’s view that political violence is connected with economic violence and other forms of physical violence? Do you think capitalism benefits from violence?

November 3
- Steven Lee, ‘Poverty and Violence’
- Paul Farmer, ‘On Suffering and Structural Violence’
  - Discussion topic: Do you think Third World peoples live in ‘death zones’ (see Balibar)? Do you think poverty is a form of violence? Is structural violence as morally reprehensible as physical violence?

November 17: Is the Violence of the Oppressed Justified?
- Frantz Fanon, ‘Concerning Violence’
• Mahatma Gandhi ‘My Non-Violence’ pp 5-49 in
  http://www.mkgandhi.org/ebks/my_nonviolence.pdf
• Jacqueline Rose, Deadly Embrace

Supplementary readings:
• Jacques Derrida, ‘Autoimmunity: Real and Symbolic Suicides’
• Jean Baudrillard, ‘The Spirit of Terrorism’
• Jurgen Habermas, ‘Fundamentalism and Terror’
• Robert Fine ‘Cosmopolitanism and Violence: Difficulties of Judgment’

November 24 ****paper outline presentations****
December 1: ****paper outline presentations ****
CLASS PARTICIPATION

Your seminar participation (10%) is evaluated based on the following:

1. Your engagement in discussions during lectures and presentations. You are expected to have read the assigned readings in advance and actively participate in the discussions. Your task is to help the presenters make an interesting and interactive presentation. You can achieve this by getting involved in discussions both in a supportive and critical way; that is, you can bring up points in support of what the presenters say or you can criticize and challenge them. You can also simply ask questions for clarification and bring up passages that need explaining.

2. Every seminar participant is expected to bring at least 2 written questions for the presenters as well as a key passage in the text that they found interesting, significant, questionable or in need of clarification.

3. You must be present during seminars except when you have a significant and meaningful excuse (such as illness or medical appointments that cannot be rescheduled).

GUIDELINE FOR PRESENTATIONS

Presentations

Seminar presentations will be assigned on first day of class. Depending on enrolment and the nature of readings for each week, we will assign weekly readings to individual presenters or groups of presenters.

Seminar presentations are not supposed to function as lectures (I will do that as needed). Student presentations are expected to consist of the following:

1. Identifying and conducting a detailed discussion of the core arguments and significant concepts and passages in the readings. Since we are engaging in debates, you must identify the position of the author and how it is distinct and different from positions taken by other authors. Your task is also to unpack parts of the text that you consider to be significant, interesting, challenging, provocative, absurd, illogical, thought provoking, in need of detailed discussion, etc. Sometimes a single concept or sentence can generate a lengthy discussion.

2. Finding and presenting illustrative material, including online clips, films, short fiction, video games, news stories, photos, etc.

3. Finding linkages between what is discussed in the text and what is going on in the outside world (current events, historical events, etc).

The success and failure of a presentation is, to a great extent, judged based on your ability to get others excited about the topic and engaged in discussions. There are a variety of strategies to achieve this:

- Plant questions during your presentation.
- Be bold. Make your presentation intellectually provocative by stretching the arguments to their logical limits, by considering their practical implications, or by applying theoretical arguments to controversial cases.
• Include illustrative material and discussion material or make use of the discussion topics and supplementary material provided in the course outline.

**Presentation Rubric**

<table>
<thead>
<tr>
<th>Standards</th>
<th>5 - 4 Exemplary</th>
<th>3 - 2 Satisfactory</th>
<th>1-0 Unacceptable</th>
<th>Score</th>
<th>Weight</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Organization</td>
<td>Has a clear opening statement that catches audience’s interest; maintains focus throughout; has a clear outline and coherent structure</td>
<td>Has opening statement relevant to topic and gives outline of speech; is mostly organized; provides adequate “road map” for the listener</td>
<td>Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation</td>
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<tr>
<td>Content</td>
<td>Demonstrates substance and depth; is comprehensive; shows mastery of material; creates debate with timely questions</td>
<td>Covers topic; is objective</td>
<td>Does not give adequate coverage of topic</td>
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<tr>
<td>Use of media</td>
<td>Uses slides effortlessly to enhance presentation; has an effective presentation without media</td>
<td>Looks at slides to keep on track; uses an appropriate number of slides</td>
<td>Relies heavily on slides and notes; makes little eye contact; uses slides with too much text</td>
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<tr>
<td>Response to questions</td>
<td>Is able to integrate questions and comments in the presentation. Is reflexive.</td>
<td>Shows ease in answering questions but does not elaborate or integrate.</td>
<td>Demonstrates indifference or paralysis when faced with questions. Tries to divert to other topics.</td>
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GUIDELINES FOR WRITING TERM PAPERS
SOC435/503
Zohreh Bayatrizi

I. Requirements

Undergraduate students:
You are expected to make direct use of at least three authors discussed in the seminar. The use of external sources is not required but if such sources are consulted, you MUST cite them.

All papers must be typed and double-spaced, and about 10-12 pages long.

Term papers are due December 7 by 4pm.

Graduate students
You are expected to make direct use of at least three authors discussed in the seminar as well as at least five external academic sources (articles and chapters published in academic journals or academic books). You may consult and reference non-academic sources on top of academic sources, if you wish. Make sure to properly reference all of your sources.

All papers must be typed and double-spaced, and about 20 pages long.

Term papers are due December 7 by 4pm.

II. Expectations and recommendations

1- Finding a topic
Seminar participants are encouraged to find a research topic early in the term and discuss it with the instructor. Your topic should be chosen so as to allow you to write an analytical paper or to apply the theories covered in the seminar to a specific issue or case.

Start by going over the points made in the readings and in class and find something that interests you. Then formulate a few questions, which will narrow down your topic.

Example of potential paper subjects:
- Structural explanations for violent crimes
- War crimes: Are they sociogenic or psychogenic
- Civilian casualties in the “War on Terror”
- Comparison between Foucault and Elias as relating to the history of violence
- Changes in the Canadian penal system with regard to torture and capital punishment
- Racial or sexual violence in Canada or abroad

2- Choosing an approach
Your analysis should draw upon personal opinion, but opinion cannot be merely anecdotal or arbitrary. Rather it should be an informed perspective on a subject. Here is a description of some common approaches:
A) Analysing key concepts and passages: in this case you develop your own close reading of selected texts, paying attention to how they fit into each author’s overall theory and method. Illustrate the main ideas of the authors using examples, and assess the implications and limits of key concepts.

B) Discussing a critique or a comparison: here your main task is to present an author’s ideas in light of another’s, for example a comparison of the works of Foucault and Durkheim. Your essay should assess the main insights of each author and point out any blind spots in the works discussed.

C) Interpreting an event, document, or fictional work: this requires you to apply theoretical concepts to your understanding of a current event, story, video game, film, document, or anything else which interests you. Your analysis should assess the limits and uses of these theories or methods in light of their application.

3- Structuring your essay
Your essay should have three main elements:
A) INTRODUCTION, which formulates a problem, theme, or question, and states the particular approach you are taking;
B) BODY, in which your arguments and examples are presented to show clearly their connection to one another;
C) CONCLUSION, which may summarize some of the themes you have addressed, raise related problems you have not touched on, make tentative conclusions or hypotheses, or speculate on the implications of your discussion.

4- Writing your essay
➢ You are expected to use your sources in a manner that shows you have actually read them. This means you have to make extensive use of these sources, beyond merely citing them or alluding to them once or twice. You need to demonstrate that you are aware of the main arguments as well as the details and nuances of these sources, including examples and illustrations discussed in them. General summaries of the text and its main arguments are usually not enough.

➢ Make sure that you have a balance of course texts, external sources (for graduate students), and your own analysis.

➢ Explain all key words and concepts you are using (e.g., ‘bio-power’, ‘the civilizing process’, etc.)

➢ Make up a title and a subtitle that expresses what is distinctive about your topic, or the approach or perspective you take. You can leave this until your essay is complete. Do not use generic titles such as ‘A Comparison between Elias and Foucault’ or ‘War Crimes’.

➢ When you quote, paraphrase, or consult someone else’s work, you must cite the source in the text. The simplest way of doing this is: (Author's Last Name, Publication Date: pages); e.g., (Mills, 1959: 7). Or you can use one of the existing standard styles.
Include a bibliography of works quoted or consulted. Here is a simple model to use, (although you can use any standardized format).

Author's Last Name, First Name, "Title of Article or Chapter", Title of Book or Journal, Place of Publication, Date of Publication, pp.

Print a first draft of your essay to make additions, corrections, and editing on. Make necessary changes and print a final draft, however, if you still detect typos or things you wish to change, don't be afraid of marking them on the final draft before handing it in.

5- Evaluation
Papers will be graded on the following three criteria:
- Analysis, including the formulation of valid, original arguments supported by textual evidence (as opposed to simply description or summary) (about 50% of final mark)
- Coherence and organization, including taking logical steps to build your arguments and presenting them in an organized fashion (about 40% of final mark)
- Grammar, punctuation, sentence structure, spelling (about 10% of final mark)

Here’s a more detailed list of things I will look for while grading essays and papers:

- Argument: need to have a core argument that is clearly stated in the beginning and expanded on through the write up.
- Textual evidence: need to back up your claims by citing evidence from the text. Quotation and paraphrasing.
- Explication: accuracy, precision, explaining quotations and paraphrases and key concepts
- Coherence: need to focus on a central argument and avoid making too many unrelated arguments. Paragraphs must be interlinked logically and conceptually.
- Overall quality of writing: insightfulness, rigor, challenging topics or arguments
- Opinion: is it informed opinion? Is there too much opinion and too little textual evidence?
- Style: Grammar, spelling, syntax.
- Format: length, margins, citation.
- Use of outside sources: proper citation, academic honesty.
- Other (will specify when grading)

Grades:
A: independent analysis, innovative arguments, no major mistakes.
B: independent analysis, no major mistakes.
C: independent analysis with some flaws (in structure and arguments)
D: summary, no analysis
F: papers that merely register the student’s own opinion; papers representing serious misunderstanding of the texts, improper citing or no citation of books or online sources, papers that miss required elements laid out in section I.
Policies and Procedure

“Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.”

Academic honesty: “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviou r.aspx ) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and working environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the student ombudservice: (http://www.ombudservice.ualberta.ca/ ). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, available at http://gfcpolicymanual.ualberta.ca/.

Recording of Lectures:
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

Attendance, Absences, and Missed Grade Components:
Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Policy for Missed or Late Assignments:
Students will be penalized one point per day for late submissions unless previously authorized by the instructor. Any student missing any assignments/exams, will receive a remark of 1 next to their final letter grade, indicating missed term work.

You may bring a doctor's note if you miss an exam due to illness, however this is not required. If you do not have a doctor’s note, you can do one of the following:

• “University of Alberta Medical Statement” signed by a doctor (this cannot be required, but must be accepted if provided in lieu of other documents). http://www.registrarsoffice.ualberta.ca/en/Online-Services/~media/registrar/Forms/2010_Medical_Statement.pdf
• "Medical Declaration Form for Students" (for Faculty of Arts students, can also be obtained in the Sociology Office)
• "Statutory Declaration" (for students in Faculties other than Arts, to be obtained from the Office of the Registrar)

For other acceptable absences, such as domestic afflictions or religious convictions, the student should submit appropriate documentation. This could include the following:
· For a death in the family – a copy of the death certificate
· For a religious conflict – a letter from the church or pastor
· For a car accident – a copy of the accident report

Student Accessibility Services (SAS):
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with SAS, contact their office immediately (1-800 SUB; Email sdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).