

Sites of Violence; (a.k.a. Understanding Violence)

HUMN 5984/SSCI 5050—Spring 2017

Student Commons 3208

Monday 5:30-8:20

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Office Hours: Wednesday & Thursday from 4:00-5:00pm, or by appointment

COURSE DESCRIPTION

1. What is violence?
2. Is violence only a thing we can see, or are there invisible forms of violence?
3. Is violence neutral, or does it have gendered, racial, and economic dimensions?
4. Where does violence occur—what are the sites of violence?

This course will seek to expand and complicate your understanding of what violence is, and where it takes place, through a close engagement with history, theory, memory, and geographies of violence. We will explore sites of slaughter, memorials to the dead and other obvious places of subjective violence, but we will also look at more contested and controversial places such as the domestic household, the education of children, the global economic system, and other spaces that are not traditionally understood as sites of violence.

COURSE GOALS

1. To dramatically diversify your understanding of violence and its many manifestations
2. To analyze different “sites,” “sights,” and “cite(s)” of violence
3. To question whether violence is a neutral concept by investigating its gendered, racial, spatial, ethical, cultural, political and economic dimensions
4. To improve your ability to produce quality scholarly writing about violence in its subjective, symbolic and systemic forms, among others.
5. To engage with contemporary critical theories of violence and to skillfully apply these theories in your research
6. To engage a range of history and narratives of violence in order to better understand its perpetration and how it has changed over time
7. To engage the many geographies of violence and to develop knowledge of where violence takes place

COURSE REQUIREMENTS

GRADE PERCENTAGES

Participation:	40% of final grade
Primary Sources	10%
Short Papers:	30% (15% each)
Final Paper:	20%

ATTENDANCE and PARTICIPATION: are required for every class period. This will be a reading seminar, so you are required to bring the readings with you to every class. Students are expected to participate actively (i.e. multiple times) in every class discussion. If you find it difficult to actively participate in discussions, please talk to me in the first three weeks of class. If something comes up in your life that will keep you from being in class, please contact me asap. Unexcused absences will result in your final grade will be lowered by a third of a letter grade (3.33%).

PRIMARY SOURCES: Over spring break, students will begin to compile and read primary sources (and some secondary sources) related to a specific site of violence that they want to focus on for their final paper. Students will turn in a single document with a list of all the sources related to their site of violence.

SHORT PAPERS: At the conclusion of the first two sections of class, you will write a short paper (5-7 pages) where you delve into an analysis of the issues and information from that section that are most pertinent to your own interests in sites of violence. Students are encouraged to meet with me to discuss their ideas for their short papers, but this is not required. These papers need to avoid summary of the material and engage directly with a specific topic or focus in a critical and analytic fashion.

FINAL PAPER: In the final paper for this course, students are strongly encouraged to craft a research paper that is pertinent to their interests for the Masters degree generally, and to tailor it towards their thesis, specifically. This could mean a draft chapter of the thesis, a theoretical analysis of the role of violence and sites of violence in your project, a historical review of pertinent literature and sources, or many other potential interdisciplinary examinations. Students are required to schedule a time to meet with me to discuss their final paper topics and to receive my approval for their topic.

REQUIRED TEXTS:

- Slavoj Zizek, *Violence* [ISBN: 978-0312427184]
- Hannah Arendt, *On Violence* [ISBN: 978-0156695008]
- Jacqui True, *The Political Economy of Violence Against Women* [ISBN: 978-0199755912]
- Oscar Martinez, *A History of Violence: Living and Dying in Central America*, [ISBN: 978-1784781682]
- [OPTIONAL] Kenneth Foote, *Shadowed Ground: America's Landscapes of Violence and Tragedy*, [ISBN: 978-0292705258]

COURSE SCHEDULE

Sites of Violence

PART ONE—SITES OF VIOLENCE: CONCEPTS OF VIOLENCE

Week 2: American Violence & Aggression

- Jan. 23:
 - American Violence
 - David Courtwright, *Violent Land: Single Men and Social Disorder from The Frontier to the Inner City* [PDF]
 - Read: Introduction & Chapter 1
 - Skim: Chapters 2 & 3
 - Richard Hofstadter, *American Violence: A Documentary History*, “Introduction,” [PDF]
 - Read: pp. 3-17; Skim: pp. 18-40; Read: 40-43
 - Konrad Lorenz—“On Aggression”
 - Konrad Lorenz, *On Aggression*, [PDF]
 - Read: Introduction; Skim: Chapters 2 & 3; Read: Chapter 4

Week 3: Fanon (and Sartre) On Violence

- Jan 30:
 - *Wretched of the Earth*
 - Jean Paul Sartre, “Preface”
 - Franz Fanon, “On Violence”

Week 4: Hannah Arendt On Violence

- Feb 6:
 - Hannah Arendt, *On Violence*

Week 5: Zizek On Violence Part I

- Feb 13:
 - Slavoj Zizek, *Violence*, Introduction, Chapters 1-3

Week 6: Zizek On Violence Part II

- Feb 20:
 - Zizek, *Violence*, Chapters 4-6, Epilogue
 - Short Paper on Violence Due in Class

PART TWO—SITES OF VIOLENCE: DEATH, RITUAL & MEMORY

Week 7: Western Death

- Feb 27:
 - Phillip Aries, *The Hour of Our Deaths: The Classic History of Western Attitudes Toward Death in the Last One Thousand Years*, Preface, “Part V: Invisible Death,” & Conclusion [PDF]

Week 8: The Art of Memory/Counter-Memory

- Mar 6:
 - Francis Yates, *The Art of Memory*, pp. 1-26 [PDF]
 - Michel Foucault, “Nietzsche, Genealogy, History,” in Paul Rabinow, ed., *The Foucault Reader*, [PDF]
 - *Representations: Special Issue: Memory and Counter-Memory*, No. 26, (Spring, 1989)
 - Natalie Zemon Davis and Randolph Starn, “Introduction,” [PDF]
 - Pierre Nora, “Between Memory and History: Les Lieux de Memoire,” [PDF]

Week 9: Ritualization

- Mar 13
 - J.Z. Smith, *To Take Place: Towards a Theory of Ritual*, [PDF]
 - Catherine Bell, *Ritual Theory, Ritual Practice*, [PDF]
 - Irene Stengs, “Public Practices of Commemorative Mourning: Ritualized Space, Politicized Space, Mediated Space. Three Cases from the Netherlands,” [PDF]

Week 10: SPRING BREAK!

- Begin Primary and Secondary Source research on your chosen site of violence

Week 11: Shadowed Ground

- Mar 27
 - Edward Linenthal & David Chidester, *American Sacred Space*, [PDF]
 - John R. Gillis, *Commemorations: The Politics of National Identity*, “Memory and Identity: The History of a Relationship” [PDF]
 - Kenneth Foote, *Shadowed Ground: America’s Landscapes of Violence and Tragedy*, Chapters 1 & 2

Week 12: Primary Source Research Week

- Apr 3
 - RESEARCH:
 - This week is an opportunity to go out and find primary sources related to the site of violence you will be analyzing in your final paper. Expectation is the collection and reading of 15-20 primary sources.

Week 13: Commemorations

- Apr 10
 - Greg Dickinson, Carole Blair, and Brian L. Ott, *Places of Public Memory: The Rhetoric of Museums and Memorials*, Introduction [PDF]
 - Richard Handler, “Is ‘Identity’ a Useful Cross-Cultural Concept?” from Gillis, *Commemorations*
 - Foote, *Shadowed Ground*, Chapters 8, 9 & Afterword
 - Short Paper #1 Due
 - Primary Sources List Due

PART THREE—GLOBAL SITES OF STRUCTURAL VIOLENCE

Week 14: Political Economy of Violence Against Women

- Apr 17
 - Jacqui True, *The Political Economy of Violence Against Women*, Chapters 1-3
 - Oscar Martinez, *A History of Violence: Living and Dying in Central America*, Foreword, Preface and Chapters 1, 4, 5, 8

Week 15: Men Who Sell Women Traumasces

- Apr 20
 - True, *The Political Economy of Violence Against Women*, Chapters 4, 7
 - Martinez, *A History of Violence*, Chapters 11, 12, 14

Week 16: Traumasces

- May 1
 - READING:
 - Marita Tumarkin, *Traumascapes*, [PDF]
 - PRESENTATIONS:
 - Each student will be ask
 - Final Papers Due May 4th by 5:00pm

OTHER IMPORTANT COURSE INFORMATION

Format of the Final Research Paper: The paper shall be typed, double-spaced, on letter size white paper using 12 pt. Times New Roman font with 1" margins and left justification, with each page numbered starting on the first page of text. Do not include the cover page as a numbered page. Additionally, the last name of the student shall be included on the top right corner of each page. Please use only one side of the page. Papers will be graded on content, organization, presentation style (e.g., paragraph structure, grammar, spelling), and proper use of citations. Please note that unless expressly permitted by the instructor, emailed assignments will not be accepted. If you are going to be absent the day the assignment is due, it is your responsibility to get your paper delivered to me before that class.

Disability Accommodations: The faculty at the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students with disabilities. To be eligible for accommodations, students **must** be registered with the UCD Office of Disability Resources and Services (DRS). The DRS staff has experience to assist faculty in determining reasonable accommodations and to coordinate these accommodations. If a student is given accommodations, they must be followed. If a student chooses not to accept the accommodations set forth by the DRS, they **MUST** complete all assignments and do all course work in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those mandated by the DRS. Faculty cannot arbitrarily decide to give a student extra time, extra assistance or other forms of aid unless it is formally mandated by the DRS.

CLAS Incomplete (IW/IF) Policy: The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the UCD campus policy. Incomplete grades (IW or IF) are NOT granted for low academic performance. To be eligible for an Incomplete grade, students **MUST** (1) successfully complete a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is strongly suggested. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 4024.

MHMSS Incomplete Policy: Incomplete grades are not given to students simply because they are receiving lower grades than they would like. To be eligible for an incomplete grade, students must have completed 75% of the course assignments with passing grades and have special circumstances outside of their control that preclude completion of the course. The incomplete grade that will be given if the above conditions are met is an IF,

which means that if the student does not complete the work for the course within 12 months, the grade reverts to an F.

Military Personal: If you are a student in the military with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

Policy For Returning Papers & Exams: I encourage students to provide me with a SESE at the end of the semester so I can return their papers. If you do not, papers will be held for one month after grades have been submitted, then they will be discarded.

Religious Holiday Accommodations: Faculty in the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students who must be absent from classes because of religious holidays. Faculty are expected to develop course-consistent accommodations for students who miss class or graded assignments in order to observe religious holidays. Faculty are encouraged to (1) avoid examinations during major religious holidays and (2) ask students to privately identify all course conflicts at the beginning of the semester. For a list of such holidays, please consult <http://www.interfaithcalendar.org>.

Student Complaints About Course or Instructor: 1) meet with the instructor face-to-face; 2) if not satisfied, meet with the head/chair of the department/unit; 3) if not satisfied, appeal to the Associate Dean. No step in this process may be skipped. See "Procedures for Student Grievances about Courses or Faculty, CLAS."

Student Email Policy: Email is an official means of communication for students at the CU Denver. All official university email, *including email I send as part of this class (which I will do on a fairly regular basis)*, will be sent to each student's assigned CU Denver email address. CU Denver will *only* use CU Denver student email accounts if it elects to send email communication to students. CU Denver email accounts are available through IT Services. Students are responsible for reading emails received from CU Denver. Official emails sent through this system will be presumed to have been received by students.

Writing Expectations: As an advanced undergrad or graduate student, the expectation in this class is that you have the ability to write professionally in the English language. All written work should be grammatically sound, correctly spelled, and written in engaging prose. If you have concerns about this, please contact me early in the semester and I will be happy to work with you. Please also use The Writing Center, a wonderful campus resource, that will help you to continue to develop as a writer. Writing Center website: <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

Important Dates and Deadlines

All dates and deadlines are in Mountain Time (MT).

- **January 19, 2016:** First day of classes.
- **January 24, 2016:** Last day to add or waitlist a class using the Passport ID portal.
- **January 24, 2016:** Last day to drop a class without a \$100 drop charge--this includes section changes.
- **January 25, 2016:** All waitlists are purged. Students should check their schedules in their Passport ID portal to confirm in which classes you are officially enrolled.
- **January 26-February 3, 2016, 5 PM:** To add a course students must obtain instructor permission using the *Instructor Permission to Enroll Form* and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to CLAS_Advising@ucdenver.edu.
- **February 3, 2016: Census date.**
 - **2/3/16, 5 PM:** Last day to add full term classes with instructor approval. Adding a class after this date (late add) requires a written petition, verifiable documentation, and dean's approval. After this date, students will be charged the full tuition amount for additional classes added – College Opportunity Fund hours will not be deducted from eligible student's lifetime hours.
 - **2/3/16, 5 PM:** Last day to drop full term classes with a financial adjustment on the Passport ID portal. After this date, withdrawing from classes requires instructor signature approval and will appear on student's transcript with a grade of 'W'. After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean and no tuition adjustment will be made. Students should consult appropriate service offices (e.g. international status, Financial Aid (loans, grants, and/or scholarships) or Veteran's Student Services) before withdrawing from course(s) to determine any impact for continued enrollment and funding.
 - **2/3/16, 5 PM:** Last day to apply for Spring 2016 graduation. Undergraduates must make an appointment and see their academic advisor before this date to apply. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
 - **2/3/16, 5 PM:** Last day to request No Credit or Pass/Fail grade for a class using a schedule adjustment form.
 - **2/3/16, 5 PM:** Last day to petition for a reduction in Ph.D. dissertation hours.
- **February 4-April 4, 2016, 5 PM:** To withdraw from a course, students must obtain instructor permission using the *Schedule Adjustment Form* and must bring the signed form to the Office of the Registrar. To add a course, students must petition through College/School undergraduate advising offices or the Graduate School, as appropriate.
- **March 21-27, 2016:** Spring break- no classes, campus open.
- **April 5, 2016:** The Office of the Registrar now requires both the instructor's signature and a CLAS advisor's/dean's signature on a Schedule Adjustment Form to withdraw from a class. Students should consult their home college advising office for details.
- **April 18, 5 PM:** Deadline for undergraduate CLAS students to withdraw from a course without filing a late withdrawal petition. Contact CLAS Advising (NC 1030 – 303-556-2555).
- **May 14, 2016:** End of semester.
- **June 24, 2016:** Final grades available on the Passport ID portal and on transcripts (tentative).

Please contact an academic advisor if you have questions or concerns.

Spring 2016 CLAS Academic Policies

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar:

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

- **Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their Passport ID portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or drops. Access to a course through Canvas is not evidence of official enrollment.
- **E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages.
- **Administrative Drops:** Students may be administratively dropped from a class if they never attended or stopped attending, if the course syllabus indicates that the instructor will do this. Students may be administratively dropped if they do not meet the requisites for the course as detailed in course descriptions.
- **Late adds and late withdrawals** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC1030) and graduate students should visit the Graduate School (12th floor LSC) to learn more about the petition process and what they need to do to qualify for dean's approval.
- **Waitlists:** The Office of the Registrar notifies students at their CU Denver e-mail account if they are added to a class from a waitlist. Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments. After waitlists are purged, students must follow late add procedures to be enrolled in a course. Students will have access to Canvas when they are on a waitlist, but this does not mean that a student is enrolled or guaranteed a seat in the course. Students must obtain instructor permission to override a waitlist and this is only possible when there is physical space available in a classroom, according to fire code.