Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>School of Justice Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>X New Course (Parts II, IV)</td>
<td>College</td>
<td>College of Justice and Safety</td>
</tr>
</tbody>
</table>

| - Course Revision (Parts II, IV) | *Course Prefix & Number | SJS 467 |
| - Hybrid Course (“S,” “W”) | *Course Title (30 character limit) | States of Violence |
| - New Minor (Part III) | *Program Title | Social Justice Studies |

| - Program Revision (Part III) | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) |

Proposal Approved by: | Date | Date |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Departmental Committee</td>
<td>9/11/2012</td>
<td>Council on Academic Affairs</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>06/03/2013</td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td>N/A</td>
<td>Board of Regents**</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td>N/A</td>
<td>EFFECTIVE ACADEMIC TERM***</td>
</tr>
<tr>
<td>Graduate Council*</td>
<td>N/A</td>
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*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar’s Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

To add SJS 467 States of Violence as an elective course in the B.S. Social Justice Studies Program.


A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: Course is one of seven elective courses designed for the major and complements other core and elective courses.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None
**Part II. Recording Data for New, Revised, or Dropped Course**

(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using **strikethrough** for deletions and **underlines** for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised* Catalog Text**

(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**SJS 467: States of Violence. (3) A.** Pre-requisites: sophomore standing and SJS 101. Examines the relations among state regimes and their application of violence in historical and contemporary contexts. Consideration will be given to the ways state institutions such as the military, police, prisons, and welfare often exercise violence and threats thereof in struggles over justice. Alternatives to state violence will be discussed.

**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using **strikethrough** for deletions and **underlines** for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

**Revised* Program Text**

(*Use strikethrough for deletions and underlines for additions.)*

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**Part IV. Recording Data for New or Revised Course** (Record only new or changed course information.)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Academic Term (Example: Fall 2012)</th>
<th>College/Division: Dept. (4 letters)*</th>
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<tbody>
<tr>
<td>SJS</td>
<td>467</td>
<td>Spring 2014</td>
<td>AS _____ HS _______ CRJU _______</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>BT _____ JS _____ X</td>
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<td>ED _____ UP _______</td>
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<tr>
<th>Credit Hrs.</th>
<th>Weekly Contact Hrs.</th>
<th>Repeatable Maximum No. of Hrs.</th>
<th>Cip Code (first two digits only) 30</th>
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<tbody>
<tr>
<td>3</td>
<td>Lecture 3</td>
<td>Laboratory ______ Other _______</td>
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<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
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</thead>
<tbody>
<tr>
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<td>3</td>
<td>N</td>
<td>FR _______ JR _______</td>
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<tr>
<td>B</td>
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<td>SO _______ SR _______</td>
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<tr>
<td>T</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>3</td>
<td>Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable</td>
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<td>Thesis _______</td>
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<td>Independent Study _______</td>
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<td>Practicum _______</td>
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**CoRequisites and Prerequisites**  **See definitions on following page**

**Co-Require(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. |
## Prerequisite(s)
(List prerequisites only. List combinations below. Use "and" and "or" literally. Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>Test Scores</th>
<th>Minimum GPA (when a course grouping or student cumulative GPA is required)</th>
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## Co-requisite(s) and/or Prerequisite(s) Combination
(Use "and" and "or" literally. Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

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<thead>
<tr>
<th>Course Prefix and No.</th>
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## Equivalent Course(s)
(Credit will not be awarded for both...; or formerly...)

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<th>Course Prefix and No.</th>
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## Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

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<tbody>
<tr>
<td>1A (3)</td>
<td>2 (3)</td>
<td>3A (3)</td>
<td>4 (6)</td>
<td>5A (3)</td>
<td>6 (6)</td>
<td></td>
</tr>
<tr>
<td>1B (3)</td>
<td></td>
<td>3B (3)</td>
<td></td>
<td>5B (3)</td>
<td></td>
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<tr>
<td>1C (3)</td>
<td></td>
<td></td>
<td>or 3A/B</td>
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<td></td>
<td>Integrated A&amp;H(6)</td>
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</table>
“War has not been averted. War obviously presided over the birth of States: right, peace, and laws were born in the blood and mud of battles. This should not be taken to mean the ideal battles and rivalries dreamed up by philosophers or jurists: we are not talking about some theoretical savagery. The law is not born of nature, and it was not born near the fountains that the first shepherds frequented: the law is born of real battles, victories, massacres, and conquests which can be dated and which have their horrific heroes; the law was born in burning towns and ravaged fields. It was born together with the famous innocents who died at the break of day…War is the motor behind institutions and order. In the smallest of cogs, peace is waging a secret war…we have to interpret the war that is going on beneath peace; peace itself is a coded war.”  Michel Foucault, “Society Must Be Defended”

Professor: Tyler Wall, Ph.D.
Office: Stratton 311
Office Phone: 859-622-7603
Email: tyler.wall@eku.edu

CATALOG DESCRIPTION
SJS 467: States of Violence. (3) Examines the relations among state regimes and their application of violence in historical and contemporary contexts. Consideration will be given to the ways state institutions such as the military, police, prisons, and welfare often exercise violence and threats thereof in struggles over justice. Alternatives to state violence will be discussed.

COURSE DESCRIPTION
This course interrogates the modern state’s claim on the monopoly of legitimate violence and the ways in which this violence structures everyday life, political institutions, and possibilities for social justice and human solidarity. Although states have various functions, state-sanctioned violence remains central to the state operation, and in the words of legal scholar Austin Sarat, modern states are “killing states” – meaning that what makes a state a state is its ability to decide who can live and who must die – all the while claiming that this state-sanctioned violence is morally superior than all other forms of violence. On this note, this course takes a broad, interdisciplinary, and exploratory approach to state violence engaging a variety of case studies of actual state violence, covering colonialism and military violence as well as routine policing practices and the everyday spectacles of police brutality, to mass incarceration and capital punishment, and the inequalities of everyday life and economies of abandonment. There are many pressing issues we will explore: How is state-sanctioned violence experienced by both victims and victimizers? Who benefits from state violence and who might not benefit? What are the many ways in which states exercise violence? How is state violence often legitimized, rationalized, normalized, obscured, and glorified? How is state violence often contested, resisted, and debated? How does state violence or the threat thereof, structure the operations and mandates of state institutions while also structuring everyday life? What is the relationship between state-sanctioned violence and social justice? We will engage these issues through academic and media articles, lectures and discussions, and films and short video clips. The primary goal of the class is to critically think about the ways in which state violence, everyday life, and social justice are intimately intertwined.

STUDENT LEARNING OBJECTIVES
Through readings, lecture/discussion, exams, and writing assignments, students will demonstrate the ability to analyze, evaluate, and synthesize

- how organized violence, albeit often legal, and threats thereof are central to the conduct of all modern state formations.
- the assortment of ways in which state violence can manifest itself in a diversity spaces and by a diversity of state institutions and agents.
• how struggles for or claims of social justice are often inseparable from the politics of state violence.
• how experiences of state violence differs depending on one’s social position – specifically in regards to issues of race, class, and gender.

REQUIRED TEXTS
• There are no required textbooks; however, there are a variety of chapters and articles that will be provided to you by the instructor.

ASSIGNMENTS
Attendance & Participation (10 points total): Attending class regularly is required and attendance will be recorded regularly. Only legitimate and documented reasons for an absence will be excused. If you have any questions if a particular absence would be excused or not, please see me as soon as possible to discuss the matter. Any assignments missed due to an unexcused absence will not be allowed to be made up under any circumstances. Therefore, it is important for you to consistently attend class and keep in regular contact with classmates and the professor.

Book Review (40 points total): All students are to choose a book on state violence and social justice to read on your own time and then write a 5-6 page book review. The chosen book must be approved by me. I will provide you with a list of possible books – ranging from academic manuscripts and fiction and nonfiction novels – but you can also suggest books that are not on my list. The main goal of this book review is for you to study in detail a particular case study that is not discussed in extreme detail in the course while still relating the book material to the general course material. More details will be given at a later date.

2 Exams (100 points total): You will have two exams – a midterm and final exam. Each exam will predominantly be in essay question format, however, more traditional formats (i.e. multiple choice, true/false, etc) will be utilized. The exams will cover material from lectures and discussions, readings, and films. More detail on each exam will be given closer to the exam date.

Final Paper (50 points total): You are to write a 10-12 page paper on a topic closely-related to the intertwined issues of state violence and social justice. Your paper topic should of course be related to class topics, but you are not to choose a topic that has not been discussed in any detail in the course readings, lectures, and/or films. The paper is to be double-spaced in 12-point Times New Roman font. Your paper should also include a title page (which does not count towards total page count) with title information, your name, the class number, and semester included. In addition, you must include a reference page at the end of your paper. We will discuss this more in class. Also, the due date for this paper is TBA. This is obviously a few weeks before the semester ends, and I did this intentionally in order to give you the last few weeks of class to focus solely on your Group Presentation and exams in other classes.

The point of the research paper is for you to explore a state violence and social justice topic that you find interesting. Therefore, paying attention to current events in the media, discussions in class, and popular culture is a great way to develop ideas. In addition, I will help you come up with possible topic ideas. To be safe, you need to check with me on the appropriateness of your desired paper topic in order to make sure it fits the parameters of this assignment. We will discuss this more in class throughout the semester.

POINT BREAKDOWN
Attendance/Participation 10 points
Book Review 40 points
Final Paper 50 points
Midterm Exam 50 points
Final Exam 50 points
Total: 200 points

GRADING SCALE
Note: Extra credit will not be allowed. Grades will be posted on Blackboard.
90-100%=A 80-89%=B 70-79%=C 60-69%=D 59% and below=F

STUDENT PROGRESS
You should regularly check the course Blackboard site to see the status of your current academic standing in the course. As you complete assignments, your earned grade will soon be entered into the Blackboard grade book. You will then be able to monitor the points per assignment you have earned but also your current overall class grade at that
COMMENT ON CLASSROOM DISCUSSIONS
The space of the classroom should be a communal site where people with diverse backgrounds, experiences, and worldviews can engage one another without feeling personally threatened. As you will find out early in the course, state violence and social justice topics are often controversial by their very nature. I welcome thoughtful discussion, debate, and disagreement concerning any of the substantive materials and topics covered in this course – however – personal attacks on fellow students, professors, or Graduate Assistants are not acceptable and will not be tolerated. Disagree or challenge an argument, but not the individual on a personal level. In addition, please refrain from using offensive language, including racist, sexist, and classist language.

ADDITIONAL INFORMATION

Last day to drop: Please refer to the Colonel’s Compass to find this date.

Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- Directly quoting another person’s actual words, whether oral or written;
- Using another person’s ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Disability Statement:
A student with a “disability” may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity: Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
WEEKLY SCHEDULE

(Important Notes: Schedule is subject to change. Also, please don’t be intimidated by the amount of readings. Many of them we will only read sections or small parts and others are very short in length, and others we will read in full. In addition, on some weeks I will assign you to groups – and each group will have different readings to complete in order for your group then teach other groups the material you read.)

PART 1: INTRODUCTION

Weeks 1: Definitions & Directions


Week 2: A Conversation to Get Us Started

- Short excerpt from Norbert Elias’ The Civilizing Process.

PART 2: VIOLENT FOUNDATIONS

Week 3: Colonization and Identity and State Formations


Week 4: Colonization and Identity and State Formations

- Short excerpts from Frantz Fanon's Wretched of the Earth.
- Video Clip: Aaron Huey, America’s Native Prisoners of War. URL: http://www.youtube.com/watch?v=8tEuaj4h8dw

Week 5: The Violence of Law?


Week 6: The Violence of Law?

PART 3: WAR, POLICING, PRISONS

Week 7: The Animus of War

- Twain, Mark. The War Prayer. URL: http://www.midwinter.com/lurk/making/warprayer.html

Week 8: The Animus of War

- Cohn, Carol. Talking Gender and Thinking War. In War, Wimps, and Women.

Week 9: The Animus of War

- Gusterson, Hugh. Hiroshima, the Gulf War, and the Disappearing Body. In People of the Bomb.

Weeks 10: The Animus of Policing


Week 11: The Animus of Policing


Week 12: The Animus of Prisons and Incarceration

Week 13: Continuums of Violence & Intertwined Territories


Week 14: Continuums of Violence & Intertwined Territories


PART 4: RESISTANCE, REMEMBRANCE, SILENCE, DISOBEEDIENCE

Week 15: Remembering and Silencing

- Butler, Judith. Selected interviews on mourning, violence, politics

Week 16: Resistance and Disobedience

- Clastres, Pierre. Society Against the State
- Gandhi or MLK Jr. speech/excerpt