

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

Part I

<input type="checkbox"/> (Check one)	Department Name	School of Justice Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	College of Justice and Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SJS 467
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	States of Violence
<input type="checkbox"/> New Minor (Part III)	*Program Title	Social Justice Studies
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/11/2012	Council on Academic Affairs	10/17/2013
College Curriculum Committee	06/03/2013	Faculty Senate**	N/A
General Education Committee*	N/A	Board of Regents**	N/A
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Spring 2014
Graduate Council*	N/A		

*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. 2. Proposed Effective Academic Term: (Example: Fall 2012) Spring 2014	
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 ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ 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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SJS	467	Spring 2014	AS _____ BT _____ ED _____	HS _____ JS X UP _____
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only) 30	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
B	3		SO _____	SR _____
T	3			
W	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

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

Course Prefix and No.

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-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
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-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**Eastern Kentucky University
School of Justice Studies
College of Justice and Safety**

SJS 467: States of Violence ()
Time and Day: (Stratton)
3 credit hours CRN: _____
Semester:

“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”

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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

point in time.

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

- Scheper-Hughes, Nancy and Philippe Bourgois. Introduction: Making Sense of Violence. In Nancy Scheper-Hughes and Philippe Bourgois' (eds) *Violence in War and Peace*.
- Sarat, Austin and Jennifer Culbert. 2009. Introduction: Interpreting the Violent State. In Austin Sarat and Jennifer Culbert's (eds) *States of Violence: War, Capital Punishment, and Letting Die*.
- Skurski, Julie and Fernando Coronil. 2006. States of Violence and the Violence of States: An Introduction. In Fernando Coronil and Julie Skurski's (Eds) *States of Violence*. Ann Arbor: University of Michigan Press.

Week 2: A Conversation to Get Us Started

- Short excerpt from Norbert Elias' *The Civilizing Process*.
- Feffer, John. 2011. Governments Kill. *Foreign Policy in Focus*. URL: http://www.fpif.org/articles/governments_kill
- Pinker, Steven. 2011. Violence Vanquished. *The Wall Street Journal*. September 24. URL: <http://online.wsj.com/article/SB10001424053111904106704576583203589408180.html>
- Herman, Edward. 2012. A Propaganda Windfall for the Imperial State: Steven Pinker on the Decline of Violence. Truthout. March 4. URL: http://truth-out.org/index.php?option=com_k2&view=item&id=7056:a-propaganda-windfall-for-the-imperial-state-steven-pinker-on-the-decline-of-violence

PART 2: VIOLENT FOUNDATIONS

Week 3: Colonization and Identity and State Formations

- Slotkin, Richard. 1971. Dreams and Genocide: The American Myth of Regeneration Through Violence. *Journal of Popular Culture*, V(1): 38-59.
- Kasum, Eric. 2010. Columbus Day? True Legacy: Cruelty and Slavery. The Huffington Post. October 11. URL: http://www.huffingtonpost.com/eric-kasum/columbus-day-a-bad-idea_b_742708.html

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>
- Shapiro, Michael J. 1997. Violence in the American Imaginaries. In Michael J. Shapiro's *Violent Cartographies: Mapping Cultures of War*.

Week 5: The Violence of Law?

- Sarat, Austin. 2001. Situating Law Between The Realities Of Violence And The Claims Of Justice, In Austin Sarat's (eds). *Law, Violence, and the Possibility of Justice*. URL: <http://press.princeton.edu/chapters/i7158.html>
- Fitzpatrick, Peter. 2001. Why the law Is Also Nonviolent. In Austin Sarat's (eds) *Law, Violence, and the Possibility of Justice*. Princeton and Oxford: Princeton University Press.

Week 6: The Violence of Law?

- Bittner, Egon. 2006. The Capacity to Use Force as the Core of the Police Role. In Victor E. Kappeler's (eds) *The Police and Society: Touchstone Readings*. Long Grove, Illinois: Waveland Press.
- Smith, Andrea. Unmasking the State: Racial/Gender Terror and "Hate Crimes". In *State of White Supremacy*. In Moon-Kie Jung, Joao H. Costa Vargas, and Eduardo Bonilla-Silva's (eds.) *Racism, Governance, and the United States*. Stanford University Press.

PART 3: WAR, POLICING, PRISONS

Week 7: The Animus of War

- Whitehead, Neil L. 2005. War and Violence as Cultural Expression. *Anthropology News*.
- Green, Linda. 1999. Excerpt from Fear as a Way of Life
- Weizman, Eyal. 2007. Thanatotactics. In Michael Sorkin's (eds) *Indefensible space : the architecture of the national insecurity state*.
- Kelman, Herbert and V. Lee Hamilton. Chapter 1: The My Lai Massacre: A Military Crime of Obedience. In Herbert Kelman and V. Lee Hamilton's (eds) *Crimes of Obedience*. New Haven: Yale University Press.
- Twain, Mark. The War Prayer. URL: <http://www.midwinter.com/lurk/making/warprayer.html>
- Lutz, Catherine. 2006. Empire is in the Details. *American Ethnologist*, 33(4): 593-611.

Week 8: The Animus of War

- Card, Claudia. 1996. Rape as a Weapon of War. *Hypatia*, 11(4): 5-18.
- Cohn, Carol. Talking Gender and Thinking War. In *War, Wimps, and Women*.
- Cohn, Carol. 1987. Sex and Death in the Rational World of Defense Intellectuals. *Signs: Journal of Women in Culture and Society*, 12(4): 687-718.
- Bourke, Joanna. 2006. War and Violence. *Thesis Eleven*, 86: 23-38
- Wall, Tyler. 2011. Imperial Laughs: A Soldier's Song and the Colonial Present. *Social Justice*, 37(2-3): 73-83.
- Razack, Sherene. 2003. Those Who "Witness the Evil". *Hypatia*, 18(1): 204-211.
- Perez, Gina M. 2006. How a Scholarship Girl Becomes a Soldier: The Militarization of Latina/o Youth in Chicago Public Schools. *Identities: Global Studies in Culture and Power*, 13: 53-72.

Week 9: The Animus of War

- Cuomo, Chris. 1996. War is Not Just an Event: Reflections on the Significance of Everyday Violence. *Hypatia*, 11(4): 30-45.
- Varney, Wendy. 2000. Playing with "War Fare" *Peace Review: A Journal of Social Justice*, 12(3): 385-391.
- Gusterson, Hugh. Hiroshima, the Gulf War, and the Disappearing Body. In *People of the Bomb*.
- Herold, Marc W. 2002. US Bombing and Afghan Civilian Deaths: The Official Neglect of 'Unworthy' Bodies. *International Journal of Urban and Regional Research*, 26(3): 626-634.

Weeks 10: The Animus of Policing

- Sim, Joe. 2010. Thinking about State Violence. *Criminal Justice Matters*, 82(1): 6-7.
- Kelley, Robin D.G. 2001. "Slangin' Rocks...Palestinian Style": Dispatches from the Occupied Zones of North America. In Jill Nelson's (eds) *Police Brutality: An Anthology*. New York & London: W.W. Norton & Company.
- Russell, Kathryn K. 2001. "What Did I Do to Be So Black and Blue?": Police Violence and the Black Community. In Jill Nelson's (eds) *Police Brutality: An Anthology*. New York & London: W.W. Norton & Company.

Week 11: The Animus of Policing

- Pemberton, Simon. 2008. Demystifying Deaths in Police Custody. *Social & Legal Studies*, 17(2): 237-262.
- Hirschfield, Paul J. and Daniella Simon. 2010. Legitimizing Police Violence: Newspaper Narratives of Deadly Force. *Theoretical Criminology*, 14(2): 155-182.
- Crime and Social Justice Associates. 2006. The Iron Fist and the Velvet Glove. In Victor E. Kappeler's (eds) *The Police and Society: Touchstone Readings*. Long Grove, Illinois: Waveland Press.

Week 12: The Animus of Prisons and Incarceration

- McCulloch, Jude and Phil Scraton. 2009. The Violence of Incarceration: An Introduction. In Phil Scraton and Jude McCulloch's (Eds) *The Violence of Incarceration*. Routledge.
- Bright, Charles. Violence in the Big House: The Limits of Discipline and the Spaces of Resistance
- Jonathan Simon. 2001. The Vicissitudes of Law's Violence. In Austin Sarat's (eds) *Law, Violence, and the Possibility of Justice*. Princeton and Oxford: Princeton University Press.

Week 13: Continuums of Violence & Intertwined Territories

- Gordon, Avery. 2006. Abu Ghraib: imprisonment and the war on terror. *Race & Class*, 48(1): 42-59.
- Scheper-Hughes, Nancy. 2008. Whose Violence? Death in America –A California Triptych. *Social Anthropology*, 16(1): 77-89.
- Farmer, Paul. 1996. On Suffering and Structural Violence: A View from Below. *Daedalus*, 125(1): 261-283.
- Povinelli, Elizabeth. 2009. The child in the broom closet: states of killing and letting die. In Austin Sarat and Jennifer Culbert's (eds) *States of Violence, War, Capital Punishment and Letting Die*.

Week 14: Continuums of Violence & Intertwined Territories

- Neocleous, Mark. 2011. "A Brighter and Nicer New Life": Security as Pacification. *Social & Legal Studies*, 20(2): 191-208.
- Perice, G.A. 2006. The Culture of Collateral Damage: A Genealogy. *Journal of Poverty*, 10(4): 109-123.
- King Jr., Martin Luther. 1967. Speech: Beyond Vietnam. *American Rhetoric*. URL: <http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>
- Feldman, Allen. 1994. On Cultural Anesthesia: From Desert Storm to Rodney King. *American Ethnologist*, 21(2): 404-418.

PART 4: RESISTANCE, REMEMBRANCE, SILENCE, DISOBEDIENCE

Week 15: Remembering and Silencing

- Butler, Judith. Selected interviews on mourning, violence, politics
- Gilroy, Paul. 2002. Raise Your Eyes. *OpenDemocracy*. September 10. URL: http://www.opendemocracy.net/conflict-911/article_249.jsp
- Gusterson, Hugh. 2004. Nuclear Tourism. *Journal for Cultural Research*, 8(1): 23-31.
- Ben-Ari, Eyal. The Celebration of Violence: A Live-Fire Demonstrations Carried Out by Japan's Contemporary Military. *American Ethnologist*, 30(4): 540-555.

Week 16: Resistance and Disobedience

- Clastres, Pierre. *Society Against the State*
- Mayeda, David. 2011. Social Movements and State Violence. *Sociology in Focus*. November 21. URL: <http://www.sociologyinfocus.com/2011/11/21/social-movements-and-state-violence/>
- Hedges, Chris. 2012. The Cancer in Occupy. *Truthdig*. February 6. URL: http://www.truthdig.com/report/item/the_cancer_of_occupy_20120206/
- Gandhi or MLK Jr. speech/excerpt
- Churchill, Ward. Excerpt from *Pacifism as Pathology*.
- Herzig, Rachel and Isasc Ontiveros. 2010. Responding to Police Killing: Questions and Challenges for Abolitionists. *Criminal Justice Matters*, 82(1): 38-40.
- Giroux, Henry A. 2012. Youth in Revolt: The Plague of State-Sponsored Violence. *Truthout*. March 14. URL: http://truth-out.org/index.php?option=com_k2&view=item&id=7249:youth-in-revolt-the-plague-of-statesponsored-violence