

**SOCIO 962, T 6:30-9:00, WA 201A**  
**Kansas State University**  
**Spring 2002**

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**Seminar on Violence, Power, and Culture**

**SYLLABUS**

***Assigned Readings***

Burton, John. 1997. *Violence explained: The sources of conflict, violence and crime and their prevention*. Manchester and New York: Manchester University Press. ISBN 0-7190-5048-0

Butterfield, Fox. 1995. *All god's children: The Bosket family and the American tradition of violence*. New York: Avon Books, Inc. ISBN 0-380-72862-1

Finnegan, William. 1998. *Cold new world: Growing up in a harder country*. New York: Random House. ISBN 0-679-44870-5

Gilligan, James. 1996. *Violence: Reflections on a national epidemic*. New York: Vintage Books. ISBN 0-679-77912-4

Iadicola, Peter and Anson Shupe. 1998. *Violence, inequality, and human freedom*. Dix Hills, NY: General Hall, Inc. ISBN 1-882289-46-3

Levine, Felice J. and Katherine J. Rosich. 1996. *Social causes of violence: Crafting a science agenda*. Washington, DC: American Sociological Association. ISBN 0-012764-26-0

White, Jonathan R. 2002. *Terrorism: An Introduction*. 3rd Edition. Wadsworth/Thomson Learning. ISBN 0-534-57331-2.

Packet of articles and readings (available at Arts & Science Copy Center)

***Course Objectives***

- ② To review interdisciplinary perspectives on violence.
- ② To assess the state of sociological research on violence.
- ② To examine structural and cultural power in modern violence and terrorism.
- ② To develop a project that explores and analyzes a subarea of violence.

***Overarching Questions of the Seminar***

- ② Do we support a culture of violence? What does that look like, what does that mean?
- ② What would shifting power dynamics (global, political, social...) mean in terms of violence?

- ② What is the future of violence? Or, what is the violence of the future?
- ② Given what we learn this semester, let us consider: should a responsible societal goal be one of reducing violence, or one of redistributing violence?

### ***Class Format***

Full class attendance and participation are essential. All students are expected to prepare and participate with appropriate comments and questions in the discussion of the readings. The course will be conducted in true seminar format. That is, I will not lecture; rather, I will lay a base for the discussion topic, offer direction, and guide topical transitions and synthesis. However, each assignment (see below) is designed to optimize contributions from each seminar participant, and thus your interests and investments will guide the direction of the seminar. You will be asked to assume leadership responsibilities for at least one week.

### ***Weekly Assignments***

- ② ***SCRQ papers:*** For at least 10 of the seminar sessions, students are expected to submit a one- to two-page, single-spaced, typed paper addressing the readings for the week. The paper should be divided into components as follows: **Summary** (about a paragraph that describes the work(s)); **Critique** (a paragraph that points out strengths and limitations, relative to other work and to our goals); **Response** (your personal reactions and thoughts to the works); and **Questions** (well thought-out and provocative inquiries which do not necessarily have direct, ‘factual’ answers). I will check your SCRQ papers for completeness, thoroughness, and appropriate progress through the course of the semester; that is, I expect that you will become much more proficient in writing insightful comments and questions as we proceed. The primary purpose, though, of the SCRQ is to provide notes and reminders that will stimulate seminar discussion. You will keep the papers in front of you for this purpose; I will collect them at the end of each seminar session and return them in one to two days, with comments. The SCRQ papers should be scheduled for weeks two through fourteen. This means that you may have two “pass” weeks on the SCRQ papers. Please note that the pass exempts you from writing the formal paper, but does not exempt you from readings or from seminar participation.
- ② ***E-bib:*** For each of weeks two through ten of the semester, students are expected to contribute to an electronic annotated bibliography of readings on violence. An annotated bibliography consists of the bibliographic citation, plus a paragraph describing the work and its potential for a particular field of study (in this case, “violence, power, and culture”, and/or social causes of violence, and/or a sub-area of violence study). For purposes of this assignment, please also include where you found the source, and note whether or not you have a copy available for duplication. You are required to contribute a minimum of one entry per week (for the specified weeks), but you may find it helpful to contribute more. I strongly encourage you to use journal articles, though if you find an especially helpful book you may also choose to use it for your entry. The deadline for the entries is Monday, 5:00 p.m., for each of the required weeks; you submit by e-mailing the entry to the seminar E-mail list (which I will set up). The final requirement is that you check to be sure you are not duplicating another seminar participant’s

entry; thus, you may want to submit earlier in the week and/or routinely check the entries already submitted. As you will doubtless realize, this sharing of resources can be extremely helpful in learning the literature and in locating possible resources for your own work.

- ② **Reality check:** For each week of the semester, I ask that you also contribute to a collective “**Profiles of Violence**” scrapbook. I will provide the scrapbook material, and we will all contribute by bringing newspaper clippings, brochures, pictures, notes, exhibits.... anything you think pertains to our topic of the week and which portrays a current and/or local example of issues of violence. Please also provide a very brief note (typed or neatly printed — colored paper would be nice) explaining your contribution, signed and dated. The required minimum is one entry per week, but, again, you may choose to contribute more. Hopefully, this seminar project will both enlighten us as to the reality of violence in our immediate surroundings and also inspire us to apply our knowledge in a socially responsible way.

### ***Seminar Product: Causes, Consequences, Correctives for Violence***

- ② **Term Paper:** I strongly recommend that seminar participants who are preparing for a thesis or dissertation incorporate the seminar product into their general plan of study as a major research proposal or paper. For example, if you are a student of community organization, you may want to investigate the social and geographic context in which violence is constituted and maintained. Or if you are interested in social groups, you may choose to investigate the nature of violence in gangs or organized crime or mob behavior. Ultimately, you may find that this seminar paper represents a specialized chapter in your final thesis, or it may even change the direction of your own research in a most productive way. The paper should be of seminar length and quality (about 20 to 30 pages) and is due at the end of the semester. You must submit a proposal, and topics must be approved (see Proposal Guidelines). **OR**
- ② **Essay Series:** This option is designed for the seminar participant who (a) does not expect to write a thesis or dissertation or (b) is well-advanced in the thesis-writing process and cannot incorporate a violence component into the thesis. You may choose to write three essays, approximately 8 to 10 pages each, on three different issues related to the general seminar topic of “Violence, Power, and Culture.” The essays are due at designated intervals in the semester, and you must submit and have approved a proposal that outlines all three sub-topics (see Proposal Guidelines). **OR**
- ② **Creating a Study of Violence and Culture:** Occasionally, a student has different kinds of ideas, talents, and/or inspiration that allow a project less conventional than the term paper or essay series. This option is offered with that student in mind. One basic idea I have is some sort of extension of the collective scrapbook we will assemble as a class (described above), but in a much more elaborate and systematic format. For example, the product might be “A Story of Violence and Culture”, with photos, clippings, art, literature, poetry, excerpts from texts or theories or journals...perhaps with various sections and a detailed annotated bibliography; it will be your responsibility to make the product academically sound as well as engaging. However, I am leaving the format open-ended — you may choose to be quite creative, and the same requirement of a proposal and approval applies (see Proposal Guidelines).

***Final Examination***

There will be a final examination. My plan is to ask three questions, ranging from basic conceptions of violence to opportunity for more creative applications and synthesis. The format will likely be a take-home essay. I reserve the right, however, to alter this format; if so, advance notice will be given.

***Course evaluation***

Seminar participants will be evaluated as follows:

Weekly assignments, participation, discussion, and leadership	1/3
Seminar product and presentation	1/3
Final Examination	1/3

For those of you who are accustomed to my “point system”, I will use the following as a grading guideline, though a seminar format is much more subjective and is evaluated *in toto*.

Weekly assignments, 10 @ 25	250
Leadership development	84
Semester Product	250
Presentation of product	83
Final Exam	333

Finally, a more general assessment can be described as follows:

Excellent work on all components with sophisticated analysis and application of abstract concepts	“A”
Good work on all components, with adequate analysis and application of abstract concepts	“B”
Work that does not meet the above criteria will be considered “C” work or below for this graduate seminar	

### **Selected KSU policies to note:**

#### **Kansas State University/Chapter 3010.010 Affirmative Action Policy**

Kansas State University has a longstanding policy of non-discrimination in matters of employment. Our Affirmative Action Plan constitutes a serious commitment of the University to the continuing implementation of that policy.

The policy of Kansas State University is to assure equal opportunity to qualified individuals regardless of their race, sex, national origin, religion, age, sexual orientation, or handicap and to promote the full realization of equal employment opportunity for minorities and women through a comprehensive affirmative action program. In addition, the University will assure equal opportunity to the handicapped, disabled veterans, and Vietnam era veterans regarding positions for which they are qualified.

The affirmative action policy covers all aspects of the employment relationship -- including recruitment, hiring, assignment of duties, promotion, tenure, compensation, selection for training, and termination. The policy applies to all units and governs employment of all employees, including student employees, of Kansas State University.

It is not enough for us to say that we will not discriminate. It is our legal and moral obligation to take positive action to insure the full realization of equal opportunity for all who work or seek to work for Kansas State University. We must make special efforts to identify promising minority persons and women for positions in all areas and at all levels in which these groups are unrepresented relative to their availability. Then, we must base our selections solely on the candidates' qualifications to carry out the responsibilities that the positions require. Such actions can only result in raising the quality and competence of our faculty and staff.

The administration of the University is committed to and reaffirms its support of the principle of equal employment opportunity and charges each unit within the University to conduct its recruitment and employment practices in conformity with this principle and in accordance with the Affirmative Action Plan. Responsibility for monitoring the implementation of this policy is delegated to Jane D. Railed, Director of the Affirmative Action Office, 214 Anderson.

#### **Chapter 3010.020 Policies Prohibiting Racial and/or Ethnic Harassment**

The Kansas State University community is dedicated not only to learning, but also to the development of ethical and responsible persons. The University takes responsibility for preparing individuals for participation in an increasingly diverse world. Academic freedom must prevail in a University environment, along with tolerance of and support for cultural, ethnic, and racial differences. Academic freedom can exist only when all are free to pursue ideas in a non-threatening atmosphere of mutual respect. Racial and/or ethnic harassment is thus harmful not only to the persons involved but also to the entire University community. This policy on racial and/or ethnic harassment reaffirms Kansas State University's commitment to maintaining an environment in which ideas are pursued free of intimidation or fear. Racial and/or ethnic harassment is clearly in conflict with the general mission of the University and is strictly prohibited by University policy. In addition, in many instances, racial and/or ethnic harassment constitutes a violation of federal and state laws.

The entire University community is responsible for addressing issues of racial and/or ethnic harassment. Administrators and supervisors who become aware of harassment are obligated to take steps to prevent its

continuation.

### **.030 Definition**

Racial and/or ethnic harassment includes verbal, physical, or written behavior directed toward or relating to an individual or group on the basis of race, ethnicity, or racial affiliation and has the purpose or effect of 1) creating an intimidating, hostile, or offensive work or educational environment; 2) interfering with an individual's work, academic performance, living environment, personal security, or participation in any University-sponsored activities; 3) threatening an individual's employment or academic opportunities. This definition also applies to harassment of persons because of their association with or support of members of a specific racial or ethnic group.

While some examples of racial and/or ethnic harassment, such as physical and verbal assaults, are easily identified, more frequent and generalized instances, such as blatant and subtle graffiti and insensitive use of language - including epithets and "humor" - often go unacknowledged. All of the above instances are equally demeaning and violate the spirit of this policy.

### **Chapter 3010.060 Policy Prohibiting Sexual Harassment**

The objective of the educational program at Kansas State University is to develop individuals capable of applying enlightened judgment in their professional, personal, and social lives. In order to achieve this objective, it is the official policy of this University to prohibit discrimination against individuals or groups of individuals based on race, sex, religion, national origin, age, and handicap in all aspects of University life. To prevent discrimination, the University has established procedures which are outlined in its Affirmative Action Plan. The goal of these procedures is to prevent the occurrence of these discriminatory acts, to assist victims in obtaining relief, and to provide appropriate consequences for those who by their actions practice, promote, or condone such discrimination.

While many people do not recognize it as such, sexual harassment, like harassment on the basis of race or religion, is a form of prohibited discrimination. Specifically, sexual harassment has been found to be prohibited by Title VII of the Civil Rights Act of 1964 and has been challenged on the basis of other legal theories in State and Federal Courts.

In addition to being illegal, sexual harassment runs counter to the objectives of this University. When people, whether students, faculty, or staff, feel coerced, threatened, intimidated, or otherwise pressured by others into granting sexual favors, or are singled out for derision or abuse based on their gender, their academic and work performance is likely to suffer. In addition, such actions violate not only the dignity of the individual, but also the integrity of the University as an institution of learning. Academic freedom can exist only when all are free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment is thus harmful not only to the persons involved, but also to the entire University community.

With the adoption of this policy on sexual harassment, Kansas State University reaffirms its commitment to maintaining an environment free of intimidation, fear, reprisal, and coercion -- one in which staff, faculty, and students can develop intellectually, professionally, personally, and socially. It is the obligation of administrators and supervisors who become aware of harassment to take steps to prevent its continuation. Failure to do so is a violation of this policy.

### **.070 Definition**

Sexual harassment is any behavior which, through inappropriate sexual content or disparagement of

members of one sex, interferes with an individual's work or learning environment.

In determining whether alleged conduct constitutes sexual harassment, it is necessary to look at the entire context and pattern of behavior. The most extreme form of sexual harassment is an attempt to coerce an unwilling person into a sexual relationship by misusing an employment or educational relationship. However, any behavior, whether verbal or physical, constitutes sexual harassment if:

- a person is intimidated by the threat, overt or implicit, that any educational or employment decision may be affected by an unwillingness to tolerate or accept sexual attentions (Those decisions may involve grades, recommendations, evaluations, and all decisions about the requirements, terms, and conditions of employment or learning.);
- a person is required to tolerate or accept sexual attentions as a condition of employment or learning;
- the behavior creates an environment that is intimidating, hostile, or offensive for members of one sex, and thus interferes with a person's ability to work or learn;
- any educational or employment decision has been affected by a person's refusal to comply with or tolerate inappropriate sexual behavior; or
- any reprisals are taken for reporting or objecting to sexual harassment.

In the past, sexual harassment has sometimes been tolerated because of the mistaken notion that sexual attentions and advances in a learning or work environment are complimentary or flattering. Jokes, slurs, disparagements, or insults directed at members of one sex, often sexual in content, have frequently been dismissed as harmless humor. However, students and employees report that such behavior interferes with work or learning. Sexual harassment is prohibited not because it is sexual, but because it is harassment and a form of discrimination.

#### **AMERICANS WITH DISABILITIES ACT TRANSITION PLAN**

Title II of the ADA, effective January 26, 1992, prohibits discrimination by public entities on the basis of disability in the following areas: (1) the provision of services, programs or activities; (2) employment; (3) program accessibility; and (4) communications. The general prohibition against discrimination is set forth at 28 C.F.R. § 35.130(a) as follows:

No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any public entity.

As part of the process of making a public entity's programs, activities, and services accessible to individuals with disabilities, institutions are required to prepare a transition plan. The transition plan details the necessary structural modifications required to achieve program accessibility.

In 1978, KSU conducted a Self Study and developed a Transition Plan as required by federal regulations implementing Section 504 of the Rehabilitation Act of 1973. A copy of the 1978 rules related to the transition plan, 45 C.F.R. § 104.22 (e), is presented in Appendix A. The relevant ADA regulations (28 C.F.R. § 35.150) related to the transition plan are also reproduced in Appendix A and printed in bold type.

The work contemplated under the Section 504 Transition Plan has been substantially completed. A review of the regulations implementing the ADA indicates that KSU is required to establish a transition plan "In the event that structural changes to facilities will be undertaken to achieve program accessibility..." (28 C.F.R. § 35.150 [d][1]) and when such changes involve "... policies and practices that were not included in the previous transition plan", 28 C.F.R. § 35.150 (d)(4).

The methods stated in both the Section 504 and the ADA regulations allow compliance to be achieved by several methods, including redesign of equipment, reassignment of services to accessible buildings, and assignment of auxiliary aids to beneficiaries. The priority list in the 1978 Section 504 Transition Plan was developed to accomplish program accessibility through needed changes in physical facilities and, when all else failed, the use of the above alternative methods.

With the work of the 1978 Transition Plan completed, and with responsive programming in the use and assignment of buildings, KSU is in compliance with the requirement that its programs, activities, and services be accessible.

Kansas State University is striving to minimize possible physical barriers and to achieve as complete physical accessibility as possible within the limits of current facilities and resources. In the event that additional structural changes will be undertaken to further minimize possible physical barriers to individuals with disabilities, the policies and practices that were included in the 1978 Transition Plan will be used when relevant to set priorities and improve physical accessibility in existing facilities. The priorities will now shift to modifications and changes that will offer our programs, services and activities in the most integrated setting possible.

Kansas State University also will incorporate signage issues into its Transition Plan. The relevant parts of the ADA regulations are cited below.

28 C.F.R. § 35.163. Information and Signage.

(a) A public entity shall ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities, and facilities.

(b) A public entity shall provide signage at all inaccessible entrances to each of its facilities, directing users to an accessible entrance or to a location at which they can obtain information about accessible facilities. The international symbol for accessibility shall be used at each accessible entrance of a facility.

Title II requires signage at all inaccessible entrances, directing users to an accessible entrance or to a location where information may be obtained about accessible facilities. 28 C.F.R. § 35.163; Chapter 208, Section 8, 1992 Kansas Sessions Laws, Volume 1. Title II and Kansas law also requires that the international symbol of access shall be permanently displayed at accessible entrances of buildings and facilities.

With the desire to institute changes that could exceed the statutory standards of ADA, KSU submits this plan to improve physical accessibility to programs, services and activities. This plan will follow the general outline provided for by the transition plan and will include:

- 1) A continuing review of the recommendations from the original Section 504 Transition Plan done in

1978, physical accessibility and signage,

3) a schedule to achieve both the priority list and the identified changes and modifications, and

4) a list of the individual(s) responsible for the plan's implementation.

1) Continuing Review of Section 504 Transition Plan Recommendations.

The Section 504 Transition Plan developed in 1978 provided a listing of projects that were to be completed to improve both program and physical accessibility. The projects were categorized into urgent, necessary, and desirable revisions (modifications and changes) to exteriors, campus buildings, and student housing. Urgent and necessary revisions included the following types of projects: 1) curb cuts, 2) entrances, 3) interior doors, 4) elevators and lifts, 5) restrooms, 6) ramps and special areas, and 7) parking areas. Desirable revisions included the following types of projects: 1) entrances, 2) interior doors, 3) drinking fountains, 4) public telephones, 5) stairways, 6) restrooms, 7) floor surfaces, 8) alarm systems, 9) equipment, 10) hardware, 11) seating, 12) lighting, 13) controls, 14) elevators and lifts, 15) curb cuts, 16) ramps and special areas, and 17) parking areas. Each project was associated with a specific building and the requisite changes. Dollar estimates were made for all of the identified projects.

In summary, one-hundred and five projects at an estimated cost of \$844,765 were identified as urgent, one-hundred and thirty nine projects at an estimated cost of \$866,147 were identified as necessary, and one-hundred and eleven projects at an estimated cost of \$2,571,719 were identified as desirable. In total, over \$4,250,000 of projects were identified as part of the 1978 Transition Plan. Urgent and necessary revisions needed to insure program accessibility were generally given the highest priority. As funds have become available, revisions continued to be driven by the Transition Plan.

**KSU Campaign for Nonviolence:** <http://www.ksu.edu/nonviolence/>

The K-State Campaign for Nonviolence is working in many, varied ways to apply the principles of active nonviolence to problems associated with discrimination, harassment, violence and other abuses of power on our campus and in our community. The overall goal is to promote a community that is safe, respectful and equitable for all citizens.

A large, campus-wide committee has been organized into into five strategic workgroups: organizational strategy, curriculum education, agency and service provider education, media, and fundraising. Many, varied tactics and tools aimed toward the fundamental goal of teaching and promoting nonviolence are being adopted and developed. These teaching and problem-solving options will be made available for use by each and every college, department, office, and student organization throughout the campus and community.

The Campaign for Nonviolence (CNV) has been authorized by K-State's central administration through the offices of provost James Coffman and vice-president Robert Krause. Dorinda Lambert, Assistant Director of KSU Counseling Services, is chair of the university-wide committee. Pat Bosco and Carla Jones, deans of student life; Fred Newton, director of university counseling services; and Susan Allen, director of the women's center have comprised the initial implementation committee. Two graduate student campus facilitars have been hired to carry out research and organizational tasks. They are Nicole Copel and Christopher Stone Lamb.

In the near future our plan is to encourage designation of a CNV Facilitator within each campus unit

(office, student group, and so forth) who will select and coordinate two or three methods per semester for teaching and facilitating the practice of nonviolence in their unit. A variety of nonviolence teaching methods are being prepared. Among others, these include training sessions for faculty, staff and students; role modeling and mentoring for males; programs linking KSU students and area youth; sociodrama; special classes and course supplements; self-defense and awareness training; campus-wide workshops and presentations for classrooms, student groups, living units; a media campaign in which influential campus and community members will speak out on behalf of campaign goals; and even a "12-step" type diversion program for violators. The larger CNV committee will implement one or more major nonviolence teaching activities each year, including the media campaign and a major speaker or other activity. Our goal is to create a curriculum minor or focus area in nonviolence in the near future.

Several additional ad hoc strategies are being planned, for example: \* We are connected by philosophy and personnel to a community Stop the Violence Network that includes the area crisis center, local clergy, public schools, law enforcement and other community groups and individuals. We plan mutually beneficial events with them; \* We are working with young people in our area through activities that link KSU students with young boys and girls in mentoring relationships; \* The KSU drama therapy curriculum has created a program suitable for teaching nonviolence to various campus and community groups; \* We are creating a golf-based training and mentoring program particularly for men and boys; and more.

### More about in-class dynamics and organization of the seminar.

The following guidelines may help you produce helpful summaries and discussion questions:

- ☐ Thoroughly read each assigned reading. Study it. Make marginal notes (or however you notate readings); ask questions of the author as you read.
  - ☐ Immediately after reading the assignment, write a one- or two-paragraph summary; if more than one reading is assigned, state how they relate.
  - ☐ Depending on your time schedule, you may want to write notes throughout the week that can be integrated into your critique, response, and question sections. As you deal with other tasks and responsibilities during the week, or read the newspaper, or talk with colleagues, you may relate some of the readings and ideas to other things in your life. I carry a steno notebook with me (and even have it by my bed!) to record thoughts as they come to me — you'll develop your own style, but recognize that this kind of writing is a *process*, not a straightforward, one-step task.
  - ☐ Synthesize your information into the prepared weekly paper. Limit it to no more than two pages, typewritten, single-spaced.
- A. The first paragraph or two (about 1/3 to 1/2 page) should summarize the readings (E.g., What is the author's goal and 'story'? What are three main points (or one major point with supporting details) that the author attempts to make? Does the reading apply to all kinds of violence, or is it specific to a specific case or category? How does this work fit into the larger schema of literature on violence? What are the underlying assumptions on which the author bases her/his work?)
- B. The second paragraph or two (about 1/3 to 1/2 page) should compare, contrast, and/or critique various issues, authors, or aspects of various literature on violence. For example, what is the author(s)' main purpose and how are the points and subpoints explained or illustrated? How well does the author support the main thesis? How well, or not, does the work address the violence-culture-power theme of this seminar? What questions are not addressed? Is the work sociological, and why or why not? How does the work support or contradict other readings and material in this seminar or another course? What is not said or explained or addressed? Of course, not all questions or issues are appropriate for every set of readings, nor are you expected to address each one. These are simply examples of how you can be critical in your evaluation of the material.
- C. The response portion of the paper should include your own thoughts

and opinions, perhaps relating the points or issues to personal experience or individual projects/work. Increasingly, I will expect that your opinion is a refined, informed one which reflects professionalism.

- D. Finally, I expect the question component of the weekly SCRQ paper to consist of one to three discussion questions on the week's material. These questions should stimulate discussion, not simply ask for an answer repeated by the author. You may, for example, refer back to a critique that you have stated and extend it into speculation or reference to a particular argument. You might examine the conclusions of one author in light of another's work, or place the argument in another context. You may find it useful to refer to the overarching questions at the beginning of this syllabus, but also make them more specific and relevant to the readings. Each question should raise a specific issue from the reading that has interested you or puzzled you in some way. After you have raised the issue, you may also speculate briefly on what a reasonable answer might be, given your now-developed expertise.

- ☐ Students are required to lead the seminar discussion during one or more class periods (depending on enrollment). Discussants should pay particular attention to the description of the SCRQ paper (see above), for you will find it necessary to expand each section, with considerable attention to part "D"; the idea is to be well-prepared to guide each part of the seminar discussion for the evening, regardless of the preparedness of other students. Discussants are expected to meet with me by 3:00 p.m. on the Monday preceding the seminar, bringing an outline of potential issues and suggested organization for the seminar. It will be the responsibility of the discussant to develop strategies for engaging participants and summarizing the main points of the week's assignment. Therefore, you may find it helpful to prepare exercises, provide extra resources, and/or prepare handouts in order to accomplish these goals. As a general rule, I will start the seminar, providing transition and basic direction during the first half-hour of the evening, and the discussant will be responsible for the core 1 to 1½ hour (approximately) portion of the seminar. I will generally provide a wrap-up. All of these arrangements are open to negotiation during our meeting the day prior to the seminar. One important word of caution: The time available in semi-structured formats such as we will experience is deceiving; covering the material adequately requires careful preparation and timing.

## Preproposal Guidelines

Each seminar participant must submit a project proposal regardless of the project product (research paper/proposal, essay series, or the creative version). It is vital to the success of the project that you have an early proposal completed and approved by me, so that (a) you have an early focus and, (b) I can offer some guidance if needed. The proposal is due by week 4; you may turn it in earlier if you want. We will immediately schedule individual conferences to discuss your proposal.

The proposal should be 2-4 pages of text, typewritten, with the following components:

☞ **Introduction:** The introduction should demonstrate interest and relevance in the chosen topic, as well as a base for the statement of the problem (i.e., some reference as to how it fits into the current literature). Please underline a well-defined statement of the problem (or research question).

☞ **Product and Methodology:** This section should describe the final proposed product and offer as much detail as possible on exactly how you plan to proceed in producing the product. If the product is a research proposal, you should have some specific data set in mind. In any case, identify sources that will provide material for the project. Include a time budget, outlining how you plan to complete the project; especially note a midsemester checkpoint, which we will evaluate at our midsemester conference.

☞ **Preliminary Bibliography:** You should have a minimum of five academic sources identified to include in the preliminary bibliography. This requirement is *in addition to* class readings, data sources, and other identified resources such as interviewees, experts, local publications, and any other popular press sources.

About mid-semester, I will schedule another individual conference with each student so that we can check progress on the semester project (Week 8). At that point, you should be prepared to demonstrate progress and have specific questions on which we can work together in fully developing a quality product. The more you have to work with at that point (e.g., a rough-rough draft), the better we can assess together a plan for completing the project.

## COURSE OUTLINE

### **WEEK 1: JAN 22**

#### **Profiles of Violence**

Iadicola & Shupe, Ch. 1, 2  
Neruda, "Keeping Quiet"

**Question:** What is violence? Storyboarding: What would a *complete* story of violence look like?

### **WEEK 2: JAN 29**

#### **Domains of Violence**

Iadicola & Shupe, Ch. 3, 4, 5

**Question:** What are the primary domains of violence? Where do we begin to look?

### **WEEK 3: FEB 5**

#### **Research on Violence**

Levine & Rosich, all

**Question:** What questions of violence should we be asking? How can our questions facilitate new ways of thinking about violence?

### **WEEK 4: FEB 12**

#### **Historical Roots of Violence**

Butterfield, all

**Question:** It is said: "Anyone who lives in hope that we may one day better understand the mixture of psychological, historical, and social pathology that so dominates so large a part of our contemporary urban landscape would do well to read Fox Butterfield's story of the Boskets." Can we identify parts of our own roots that relate to modern violence? What about the rural landscape? Is a southern culture of violence really different today from northern culture?

### **PREPROPOSAL DUE**

### **WEEK 5: FEB 19**

#### **Violence & Power**

Lukes, *Three Faces of Power*  
Reiman, *The Rich Get Richer and the Poor Get Prison*, pp. 49-89; 148-170  
Derber, *Wilding*, pp. 1-18; 81-100; 125-168  
Bourdieu, "Abuse of Power by the Advocates of Reason"  
Connell, *Gender and Power*, pp. 91-118  
Smith, *Conceptual Practices of Power*,

Nader, "Orientalism, Occidentalism, and the Control of Women"

**Question:** "The reading of history and anthropology...give us no reason to believe that societies have built-in self preservative systems." – Margaret Mead Are we as a nation on a self-destruct course?

**ESSAY OPTION: ESSAY 1 DUE**

**WEEK 6: FEB 26**

**Violence & Culture**

Grossman, *On Killing*, pp. 1-42; 299-332

Franklin, "Men and Society"

Kaufman, "The Construction of Masculinity and the Triad of Men's Violence"

Evans et al., "Dogfighting: Symbolic Expression and Validation of Masculinity"

Stephenson, *Men are Not Cost Effective*, pp. 1-30; 319-374

Chesney-Lind, *The Female Offender*, pp. 1-32; 145-181

Arkoun, "Women"

Fernea, "Behind the Veil"

Reynolds, "Language, Translation, Culture, Conflict"

Schul, "Why Do Stereotypes Stick?"

**Question:** What's causing all this violence?

**WEEK 7: MAR 5**

**Violence as a Public Health Issue**

Gilligan, Ch. 1-5

**Question:** Is violence tragic? Is tragedy always violent? How would Braithwaite respond to Gilligan's thesis of shame and violence?

**WEEK 8: MAR 12**

**Violence, Shame, & Emotions**

Gilligan, Ch. 6-10; Epilogue

**Question:** Is a civilization of malcontent inevitable? Is violence inevitable? Desirable?

***Schedule Mid-Semester Project Conference***

**\*\*\*\*\*Spring Break: March 16 thru March 24\*\*\*\*\***



**WEEK 9: MAR 26**

**Institutional Violence**

Iadicola & Shupe, Ch. 6, 7  
Park, "The Social Function of War"  
Grossman, *On Killing*, pp. 141-194; 249-298  
Lakoff, "Metaphor and War: The Metaphor System Used to Justify War in the Gulf"  
Nagy, "The Secret Behind the Sanctions"  
Helie-Lucas, "The Original Sin and Internationalism"  
St. Vincent Millay, "Conscientious Objector"  
Gorbachev, "Open Letter to George W. Bush"  
Vonnegut, "Excerpt from *Slaughterhouse Five*"

**Question:** What violence is 'legitimate'? Who defines legitimized violence? At what cost do we support legitimized violence?

**ESSAY OPTION: ESSAY 2 DUE**

**WEEK 10: APR 2**

**Terrorism: The Criminology of Terrorism and Essential Background**

White, Parts I and II; also see Appendix (Dictionary of Extremism)  
Rashid, "High on heroin: Drugs and the Taliban Economy"  
Arkoun, "Imagining Islam"  
Arkoun, "Women"

**WEEK 11: APR 9**

**Modern Terrorism**

White, Part III  
LeVine, "10 Things to Know About Terrorism"  
Said, "The Essential Terrorist"  
Weaver, "The Real bin Laden"  
Gerecht, "Peshawar: The Counterterrorist Myth"

**WEEK 12: APR 16**

**Issues in Modern Terrorism**

White, Part IV  
Abunimah, "Terrorism's Real Locale"  
Beeman, "Terrorism: Community Based or State Supported?"  
Vidal, "The Meaning of Timothy McVeigh"  
See selected Post-9/11 Commentaries

**WEEK 13: APR 23**

**Explaining Violence as a Structural Issue**

Burton, all

**Question**      “A socially defined utopia loses its truth if it does not at the same time fulfil the person, just as the individually defined utopia loses its truth if it does not at the same time bring fulfilment to society.”

How can we begin to deal with structural violence? Where do we start? Who looks after society and its ultimate fulfillment?

**ESSAY OPTION ESSAY 3 DUE**

**WEEK 14: APR 30**

**Future Violence**

St. Vincent Millay, “Apostrophe to Man”

Finnegan (book will be divided among participants)

**Question:**      What is the future of violence? What is the violence of the future?

**WEEK 15: MAY 7**

**Presentations**