
COURSE:	LAWS 3908.D – Approaches in Legal Studies II
TERM:	Winter 2021
PREREQUISITES:	LAWS 2908 and third-year Honours standing
CLASS:	Day & Time: Thursdays, 2:35 p.m. – 5:25 p.m.
	Where? On Zoom
INSTRUCTOR:	Christiane Wilke
CONTACT:	Office Hrs: By appointment, on Zoom
	Email: christiane.wilke@carleton.ca [please include the course number in the subject line]

CALENDAR COURSE DESCRIPTION

Advanced approaches to interdisciplinary research and analysis in law and legal studies. Emphasis on the important role of theory. Approaches considered will vary by section, and may include theoretical, quantitative, qualitative, literary, or historical approaches.

COURSE DESCRIPTION

How does international law shape contemporary armed conflict? How can we research how people “do” law? This course prepares students to plan, craft, and execute their own research projects that involve the analysis of primary sources. The immediate thematic focus is on the relationship between international law and armed conflict.

The US military and allied NATO militaries have been involved in long-term armed conflicts in Afghanistan and Iraq since the early 2000s. The risks and burdens of these wars have been very unequally distributed. How does international law shape the conduct of these conflicts and the justifications of violence? How do different actors produce legally relevant knowledge about the war? These are some of the thematic questions that this course will allow students to explore.

Students have access to different kinds of primary sources paired with suggested theoretical readings. We use a textbook on qualitative methods in order to understand the principles and ethics of crafting qualitative research projects.

COURSE OBJECTIVES

In this course you will:

- Learn about the benefits and limits of qualitative methods in socio-legal research
- Distinguish socio-legal research from other forms of research with and about law
- Understand the importance of integrating theoretical texts with empirical research
- Appreciate the importance of drawing on research that relies on marginalized perspectives and ways of knowing
- Learn how to use specific research methods and techniques (case study analysis, media analysis, sampling, coding, interpretation)
- Identify potential ethical problems with research practices and complete the Tri-Council Ethics Training
- Be aware of ethical issues in research beyond institutional requirements and have strategies for navigating these issues
- Develop skills and strategies for conducting and presenting qualitative research based on the systematic interpretation of primary sources
- Conduct a literature review
- Write a research paper that demonstrates all of these skills

REQUIRED TEXTS

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017).

The book is available from Octopus Books, a local independent bookstore with a long and strong history of supporting small publishers and local authors. You can shop in person (116 3rd Avenue, off Bank St) or online for curbside pickup or shipping to anywhere in Canada. If possible, please support small businesses that are vital parts of our communities. The Octopus Books link to our course book is here: <https://shop.octopusbooks.ca/LAWS3908D>

All other readings will be posted on cuLearn.

HOW AND WHEN DO WE MEET?

We will combine weekly Zoom meetings (during class time) with discussion forums. I will post some short lecture videos, but in order to learn how to do research, we need to do it rather than hear about it.

Monday through Thursday: Discussion Forum. Each week of the term, we will discuss the readings on the cuLearn discussion forum. In response to the prompts, please post 2 short comments or questions (1-3 sentences are sufficient) between Monday and Thursday at noon. These posts should reflect your responses to the texts, your questions, and your uncertainties. As I prepare for class on Thursday, I will read through the discussion forum threads and use the questions and comments to structure the class time.

Thursday afternoon: seminar and workshop sessions. In order to allow for an interactive class experience, the class will be divided into two groups. Group 1 meets Thursdays 2:35 – 3:45 pm; group 2 meets Thursdays 4 – 5:10 pm.

Choose your own path: For the purposes of this course, I have assembled bundles of primary sources and suggested reports, theoretical sources, and methodological texts that might help with interpreting these sources. By week five of the course you should have decided which bundle of primary sources you will be using. In some weeks of the course, the assigned readings are partially or fully determined by the path you have chosen. As a consequence, some of the Zoom sessions will be divided into breakout rooms depending on the primary sources you're engaging with.

EVALUATION

All assignments in this course build towards the research paper that you will complete as a take-home exam. In order to write a strong research paper, it is important that you engage with the readings, complete the training on research ethics, think about the role of socio-legal research, decide on your primary sources and how to analyze them, and complete a literature review.

Participation: 20%

Tri-Council training: 5%

Research Reflection assignment: 10%

Research Paper Proposal: 15%

Literature review assignment: 15%

Research paper (take home exam): 35%

Participation (20%).

- **Introduce yourself!** Please write a short post (additional photo, audio, or video optional) for the cuLearn site. 2%
- **Meet the team.** Schedule a meeting with the professor or the TA to talk about your assignments, how to approach research, Honours Research Paper or graduate school plans, or any aspect of the course. 2%
- **Let us know what you think about the readings.** In eight weeks of the class, post two comments or questions on the readings. Each comment/question is worth 1% of your mark. Comments/questions should show engagement with and understanding of the texts. Off-topic comments will not receive marks.

Tri-Council Training (5%). Due April 9th.

Complete the TCPS 2: CORE (Tri-Council Policy Statement: Course on Research Ethics) by the end of the course: <https://tcps2core.ca/welcome>. At the completion of the online training, you will receive a pdf certificate, which you will post. The certificate only confirms completion; it doesn't mention how many attempts you needed to answer any of the questions. This is a pass/fail activity; you either submit the certificate or you don't.

Research Reflection Assignment. 10%, 5-6 pages, due February 12th, 11pm.

This assignment draws on readings from weeks one through four. You will answer a question on the features and limits of socio-legal research in relationship to international law.

Research Paper Proposal. 15%, 6-7 pages, due March 16th, 11pm.

In the research paper proposal, you describe the scope, relevance, and context of your research project, identify your primary sources, and describe and justify the methods you will use to interpret and analyze them.

Theory & Literature Review Assignment. 15%, 6-7 pages, due March 30th, 11pm.

For the purpose of this course, the initial research paper proposal doesn't contain a literature review section. This assignment fills the gap. It will ask you to situate your project in relationship to different theoretical approaches in the literature.

Take home exam: Research Paper. 35%, 12-15 pages, due April 27th, 11pm.

Write the research paper that you have been proposing and developing throughout the course. You are encouraged to take feedback from your peers as well as the teaching team into account as you complete this project.

Standard disclaimer:

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In this course, deadlines for different assignments are set for different reasons, but they should not become barriers. Depending on the reasons for the deadlines, we can either move the deadline or modify the assignments for any student who is experiencing significant barriers (medical or otherwise) to completing the assignments.

The discussion forum posts are due before the class discussion because we want to build towards the class discussion. But you don't have to do these comments or questions every week, so there is always flexibility to work around weeks in which you have to take a break from school work. If such a situation occurs, please let me know and we make a plan about how you can fulfill the course requirements in other ways.

The larger assignments have deadlines for two reasons: (1) fairness to everyone, and (2) we want to be able to move on instead of lingering on the assignments. If you are dealing with circumstances that prevent you from dedicating the usual amount of time to this class and you require an extension on these assignments, please let me know.

For shorter extensions (up to five days), an email is sufficient. For longer extensions and requests to modify the assignment or evaluation structure due to medical or other urgent issues, please complete this form: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf> and send it to me via email.

SCHEDULE**Week 1 (January 14th)****Introduction: Law, War, Research**

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 2-35. (chapters 1, 2).

Week 2 (January 21st)**Law & War in Afghanistan & Iraq**

Derek Gregory, *The Colonial Present* (Blackwell, 2004), 30-75 (on Afghanistan) or 180-247 (on Iraq).

Amanda Alexander, "A Short History of International Humanitarian Law," *European Journal of International Law* 26 (2015): 109-138.

Note: the course will soon take a "choose your own path" format. You will choose a set of primary sources, think about them, find ways of analyzing them, and incorporate the analysis into a research paper. Some of these sources focus on the conflict in Afghanistan, others have a connection to the conflict in Iraq. You can choose which section of the Derek Gregory book you want to read in part by deciding which primary sources you are most likely to use.

Week 3 (January 28th)**What is Socio-Legal Research?**

Naomi Creutzfeldt, "Traditions of studying the social and the legal: a short introduction to the institutional and intellectual development of socio-legal studies," in Naomi Creutzfeldt, Marc mason, and Kirsten McConnachie (eds), *Routledge Handbook of Socio-Legal Theory and Methods* (Routledge, 2020), 9-34.

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 36-64 (chapter 3).

Week 4 (February 4th)**Socio-Legal Approaches to International Law**

Eliav Lieblich, "How to Do Research in International Law? A Basic Guide for Beginners."
[cuLearn]

Rebecca Sutton, "Enacting the 'civilian plus': International humanitarian actors and the conceptualization of distinction," *Leiden Journal of International Law* 33 (2020): 429-449.

Week 5 (February 11th)**Meet the Primary Sources: Workshop I**

For readings, see Appendix A (starting on page 12 of this document).

We are working towards writing a qualitative research paper on issues of international law and violence in Afghanistan, Syria, or Iraq. At this point you have the choice of four different types of primary sources. While each set of primary sources is open to multiple lines of inquiry, this step is a fork in the road towards your research paper.

Task: Take 3-4 hours to get familiar with the primary sources and to choose the set of sources that you want to work with. This will require a combination of reading, skimming, clicking through files, and reading at least one academic article or report related to these primary sources. You don't have to read all the sources or understand them perfectly. If the sources are interesting to you and raise questions you might want to explore, you're on track.

Week 6 (February 26th)**Case Studies, Media Analysis, and Interpretation**

Options A, D: Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 246-271 (chapter 9, on analyzing media).

Options B, C: Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 218-245 (chapter 8, on case studies).

Everyone: Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 306-339 (chapter 11, data analysis and interpretation).

Week 7 (March 4th)**Primary Sources Workshop II: Crafting your Research Project**

For readings, see Appendix A (starting on page 12 of this document).

Week 8 (March 11th)**Theorizing Law & Armed Conflict**

Everyone: Antony Anghie and B. S. Chimni, "Third World Approaches to International Law and Individual Responsibility in Internal Conflicts," *Chinese Journal of International Law* 2, no. 1 (2003): 77-104

In addition:

Option A: Thomas Gregory, "The costs of war: Condolence payments and the politics of killing civilians," *Review of International Studies* (2019): 1-21.

Option B: John Reynolds and Sujith Xavier, "'The Dark Corners of the World': TWAIL and International Criminal Justice," *Journal of International Criminal Justice* 14 (2016).

Option C: Eyal Weizman, *The Least of all Possible Evils: Humanitarian Violence from Arendt to Gaza* (Brooklyn: Verso, 2018), 99-136.

Option D: Muhammad Idrees Ahmad, "The magical realism of body counts: How media credulity and flawed statistics sustain a controversial policy," *Journalism* 17 (2016): 18-34.

Week 9 (March 18th)**International Criminal Law and Global Structures**

Tor Krever, "Ending Impunity? Eliding political economy in international criminal law," in Ugo Mattei and John Haskell (eds), *Research Handbook on Political Economy and Law* (Elgar, 2015), 298-314.

Randle C de Falco and Frédéric Mégret, "The Invisibility of race at the ICC: lessons from the US criminal justice system," *London Review of International Law* 7 (2019): 55-87.

Week 10 (March 25th)**Research Ethics: Institutional Frameworks**

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 66-103 (chapter 4).

Complete TCPS 2: CORE (Tri-Council Policy Statement: Course on Research Ethics) by the end of the course: <https://tcps2core.ca/welcome>

Reference document (supplementary): Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018).

<https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf> or
https://ethics.gc.ca/eng/policy-politique_tcps2-epct2_2018.html.

Week 11 (April 1st)**Research Ethics beyond Institutional Frameworks**

Sarah M. Hughes and Philip Garnett, “Researching the Emergent Technologies of State Control: The court-martial of Chelsea Manning,” in Marieke de Goede, Esmé Bosma and Polly Pallister-Wilkins (eds.), *Secrecy and Methods in Security Research: A Guide to Qualitative Fieldwork* (Routledge, 2020), 213-228.

Erella Grassiani, “Critical engagement when studying those you oppose,” in Marieke de Goede, Esmé Bosma and Polly Pallister-Wilkins (eds.), *Secrecy and Methods in Security Research: A Guide to Qualitative Fieldwork* (Routledge, 2020), 248-260.

Week 12 (April 8th)**Research Paper Workshop**

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 340-365 (chapter 12).

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation

Please contact me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

Religious obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports,

computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/student-support/svpolicy/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/current-students/>

Appendix A: Bundles of Primary Sources

Bundles of Primary Sources and Related Materials

This document contains four different bundles of primary sources (A. through D.). Each bundle of primary sources is accompanied by other recommended sources, including reports and news coverage for context and academic articles for applicable theories. These bundles will be your starting points for your research papers. Instead of asking you to find these materials (which you should normally do for a research papers), I have compiled them. This allows us to spend more time practicing how to analyze document and work with theory. Each of the bundles here presents a starting point, but contains many possibilities for different kinds of research papers. And of course you are welcome to find additional primary and secondary sources.

A. Civilian Deaths in Iraq & Afghanistan: Investigations and Compensation

The American Civil Liberties Union gained access to hundreds of files related to the deaths of Iraqi and Afghan civilians. Claims for compensation under the Foreign Claims Act were filed by surviving family members. The files include narratives of the events, the decisions, the amounts awarded, and the reasons given. A second set of files documents AR 15-6 (Army Rule 15-6) investigations into incidents of possible misconduct involving civilian deaths. These files are more heavily redacted; they include a narrative of the events, an evaluation of the lawfulness of the use of force, and recommendations for discipline or policy changes.

Links: <https://www.aclu.org/sites/default/files/webroot/natsec/foia/log.html>
and: <https://www.aclu.org/sites/default/files/webroot/natsec/foia/log2.html>

Each link leads you to a long list of files. Scroll down for more categories of files.

Context for the files (by ACLU researchers): <https://www.aclu.org/human-cost-civilian-casualties-iraq-afghanistan>

What we can do with these files: Because of the high number of files, we can do research

that can show patterns over multiple cases. Since it is impossible to read all files, sampling will be important. The files allow us important insights into how the US military adjudicated claims about misconduct leading to civilian deaths and decided on compensation for surviving family members.

Further sources (theory and context):

Condolence Payments and Checkpoint violence:

Emily Gilbert, "The gift of war: Cash, counterinsurgency, and 'collateral damage,'" *Security Dialogue* 46 (2015): 403-421.

Thomas Gregory, "Dangerous feelings: Checkpoints and the perception of hostile intent," *Security Dialogue* 50 (2019): 131-147.

Thomas Gregory, "The costs of war: Condolence payments and the politics of killing civilians," *Review of International Studies* (2019): 1-21.

Eric Bonds, "Callous Cruelty and Counterinsurgency: Civilian Victimization and Compensation in U.S.-Occupied Iraq," *Social Currents* 6 (2019): 361-376.

Researching with Freedom of Information Requests and Around Government Secrecy:

Emily J.M. Knox, Shannon M. Oltman and Chris Peterson, "Designing research using FOI requests in the USA," in Kevin Walby and Alex Luscombe (eds), *Freedom of Information and Social Science Research Design* (Routledge, 2020), 13-23.

Kevin Walby and Alex Luscombe, "Repertoires of empirical social science and freedom of information requests: four techniques for analyzing discourses," in Kevin Walby and Alex Luscombe (eds), *Freedom of Information and Social Science Research Design* (Routledge, 2020), 155-170.

Marieke De Goede, Esmé Bosma, Polly Pallister-Wilkins, eds, *Secrecy and Methods in Security Research: A Guide to Qualitative Fieldwork* (Routledge, 2020), especially introduction and chapter on the court-martial of Chelsea Manning).

Additional Documents:

United States Government Accountability Office, "The Department of Defense's Use of Solatia and Condolence Payments in Iraq and Afghanistan" (2007).

<https://apps.dtic.mil/dtic/tr/fulltext/u2/a468288.pdf>.

B. Afghanistan and the International Criminal Court

The International Criminal Court (ICC) has jurisdiction over acts of war crimes, crimes against humanity, and genocide committed in Afghanistan since May 2003 (the date Afghanistan ratified the ICC Statute). In 2019, a pre-trial chamber of the ICC rejected the Prosecutor's request to open an investigation into the "Afghanistan situation," but in 2020, this decision was overturned. The ICC Prosecutor is now authorized to conduct a full investigation into crimes within ICC jurisdiction in Afghanistan. The investigation request included alleged crimes committed by the Taliban, Afghan Government Forces, and US Forces. In response, the US Government has announced sanctions against the ICC Prosecutor Fatou Bensouda.

Primary Sources:

(Depending on your research question, you would use one or more of these court documents.

Additional documents are available on the ICC website: <https://www.icc-cpi.int/afghanistan>.)

ICC Office of the Prosecutor, *Public redacted version of "Request for authorisation of an investigation pursuant to article 15"*, 20 November 2017, ICC-02/17-7-Conf-Exp. https://www.icc-cpi.int/CourtRecords/CR2017_06891.PDF

ICC Pre-Trial Chamber II, Decision Pursuant to Article 15 of the Rome Statute on the Authorisation of an Investigation into the Situation in the Islamic Republic of Afghanistan, 12 April 2019, ICC-02/17-33, https://www.icc-cpi.int/CourtRecords/CR2019_02068.PDF

International Criminal Court, Appeals Chamber, Judgment on the appeal against the decision on the authorisation of an investigation into the situation in the Islamic Republic of Afghanistan, 5 March 2020, ICC-02/17OA4. https://www.icc-cpi.int/CourtRecords/CR2020_00828.PDF

Additional Sources:

News and Analysis:

Susan M. Akram, "US punishes International Criminal Court for investigating potential war crimes in Afghanistan," *The Conversation*, 2 September 2020.

<https://theconversation.com/us-punishes-international-criminal-court-for-investigating-potential-war-crimes-in-afghanistan-143886>

Peter Robinson, "ICC Afghanistan Torture Investigation Likely to Turn on Criminal Intent," Just Security, 15 April 2020; <https://www.justsecurity.org/69595/icc-afghanistan-torture-investigation-likely-to-turn-on-criminal-intent/>.

Scholarly Articles:

John Reynolds and Sujith Xavier, "'The Dark Corners of the World': TWAIL and International Criminal Justice," *Journal of International Criminal Justice* 14 (2016).

Barrie Sander, "The expressive turn of international criminal justice: A field in the search of meaning," *Leiden Journal of International Law* 32 (2019): 851-872.

Elizabeth Dauphinee, "War Crimes and the Ruin of Law," *Millenium* 37 (2008): 49-67.

Christiane Wilke, "Beyond Law and Numbers: Civilian suffering and the ICC's engagement with Afghanistan," *TWAILR Reflection*, 28 July 2020, <https://twailr.com/beyond-law-and-numbers-civilian-suffering-and-the-iccs-engagement-with-afghanistan/>.

C. The Battle of Mosul (2017): Competing Investigations

The primary sources in this category focus on a particular set of airstrikes that were part of the US & Iraqi attack on ISIS forces in Mosul (Kurdistan, Iraq). The investigations focus on targeting, proportionality, and the protection of civilians. They come to very different conclusions. Choosing these sources gives you a chance to research how knowledge about the violence of armed conflict is constructed and how this knowledge matters.

1. Overview: Airwars Incident Report: <https://airwars.org/civilian-casualties/ci550-march-17-2017/>
2. US Central Command, AR 15-6 Investigation. [on cuLearn]
3. Airwars and PAX, "Seeing Through the Rubble: The civilian impact of the use of explosive weapons in the fight against ISIS" (2020). <https://airwars.org/wp-content/uploads/2020/10/PAXAirwars-Through-the-Rubble.pdf>
4. Human Rights Watch, "Iraq: Civilian Casualties Mount in West Mosul" (6 June 2017) <https://www.hrw.org/news/2017/06/07/iraq-civilian-casualties-mount-west-mosul>
5. Human Rights Watch, "Iraq: Airstrike Vetting Changes Raise Concerns" (28 March 2017). <https://www.hrw.org/news/2017/03/28/iraq-airstrike-vetting-changes-raise-concerns>

Additional Sources:

US Military Documents on Civilian Casualties and Investigations

Center for Army Lessons Learned (CALL), *Afghanistan Civilian Casualty Prevention: Observations, Insights, and Lessons*. June 2012. [cuLearn]

Army Regulation 15-6. https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/r15_6.pdf

AR 15-6 Investigating Officers Guide.

https://usacac.army.mil/sites/default/files/documents/sja/15_6Investigation.pdf

Theory: Investigations of Civilian Deaths

Eyal Weizman, *The Least of all Possible Evils: Humanitarian Violence from Arendt to Gaza* (Brooklyn: Verso, 2018), 99-136.

Christiane Wilke, "Seeing and Unmaking Civilians in Afghanistan: Visual Technologies and Contested Professional Visions," *Science, Technology, and Human Values* 42 (2017): 1031-1060.

Methods: working with and around secrecy

Emily J.M. Knox, Shannon M. Oltman and Chris Peterson, "Designing research using FOI

requests in the USA," in Kevin Walby and Alex Luscombe (eds), *Freedom of Information and Social Science Research Design* (Routledge, 2020), 13-23.

Kevin Walby and Alex Luscombe, "Repertoires of empirical social science and freedom of information requests: four techniques for analyzing discourses," in Kevin Walby and Alex Luscombe (eds), *Freedom of Information and Social Science Research Design* (Routledge, 2020), 155-170.

D. Media Reporting and Framing of Civilian Harm

While armed conflict takes place in and over the territories of Afghanistan, Iraq, Syria, and other countries out, the publics in NATO states only come to know of the impact of armed conflict through media coverage. This focus for your research paper asks you to engage with a critical reports on how media has reported on armed conflict. In a second step, you will make your own choices for looking at the media coverage of armed conflict during a specific time period.

1. The Report:

Airwars, "News In Brief: US Media Coverage of Civilian Harm in the War Against So-Called Islamic State" (2019). <https://airwars.org/wp-content/uploads/2019/07/Airwars-News-in-Brief-US-media-reporting-of-civilian-harm.pdf>

Additional Sources (Theories & Methods):

Columbia University Law School Human Rights Clinic, Counting Deaths from Drone Strikes (2012). <https://web.law.columbia.edu/sites/default/files/microsites/human-rights-institute/COLUMBIACountingDronesFinalNotEmbargo.pdf>

Muhammad Idrees Ahmad, "The magical realism of body counts: How media credulity and flawed statistics sustain a controversial policy," *Journalism* 17 (2016), 18-34.

Jan Mieszkowski, *Watching War* (Stanford University Press, 2012).

Judith Butler, *Frames of War* (Verso, 2010).