COURSE OBJECTIVES & CONTENT:
How do systems of law understand, confront, and enable violence? We will examine international law’s relationship to violence through reading classical and contemporary texts in the theory of law. The focus is on reading classical texts against the grain to discover how they allow for practices of violence and domination that they simultaneously allow and make invisible. What does Hugo Grotius’ work suggest about who has the right to go to war, then and now? And what can a critical reading of Thomas Hobbes’ *Leviathan* tell us about the current politics of security? And what is the relationship between the classical liberalism of John Locke’s *Second Treatise* and John Stuart Mill’s *A Few Words on Non-Intervention* and contemporary slavery and colonial warfare? And how, to use another example, can appropriations of Immanuel Kant’s theory of *Perpetual Peace* be linked to contemporary justifications of war?
Although this course is set out to be theoretical and historical in its orientation, it has the goal of giving context to contemporary debates about the use of violence, the rules of war, and international law. These discussions are frequently based upon conceptual frameworks that derive from, for example, the theories of Hobbes, Locke, Mill, or Kant. The critical reading of these theories will therefore allow us to understand and question the presumptions about violence, law, the international order, and human nature that underwrite current practices of violence.
NOTE ON ACADEMIC ACCOMMODATION
(STUDENTS WITH DISABILITIES, RELIGIOUS OBLIGATIONS, PREGNANCY)

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and 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.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term.

Students requiring accommodation on the grounds of religious observance must submit to their instructors a formal request with suggestions for alternate dates and/or means of satisfying any academic requirements involved. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist, but in no case later than the second-last week of classes in that term.

Pregnancy accommodation may involve a temporary modification of the elements of the student’s academic program (e.g., laboratory, mid term, final exam, or field work).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation

COURSE MATERIAL:
The course pack LAWS 4106.A is available from:
A copy of the same course pack is on reserve at the library. You make take it out to read and photocopy, but please make sure to put all items back in the same order.

Materials marked [pdf] are posted on WebCT.

The following books are recommended as background readings and as starting points for your research papers.


**Evaluation:**
- **Class presentation, attendance and participation:** 15% 
- **Three critical response papers:** 15% each (45% combined) 
- **Final paper:** 40% 

- **Class presentation and participation:** This is a seminar, and we will read texts that are open to a range of interpretations and critiques. Discussions will be essential in allowing us to see and understand some of these interpretations, their background contexts, and their implications. 
- In order to focus and facilitate discussion, we will have **short class presentations** (5 min., worth 5 points). A presentation should not summarize the text. Instead, the presenter has the choice of highlighting some issues in the text that they think are interesting to discuss. 
- **Everyone’s active participation** is crucial for the success of the class. Participation is valued at 5 points and presumes, of course, that you have read the texts carefully and that you attend class. 
- **Attendance policy:** regular attendance is the key to the success in seminar classes. In this class, attendance counts for 5 points. After the first class you missed, each further class that is missed without a documented hardship leads to a 1 point deduction. (Example: If you miss two classes, you will get 4 out of 5 points for attendance.) 

- **Critical Response Papers** are short essays that offer a critical analysis of or argument about key issues from assigned readings. You choose the readings you write about. This can be one of the readings assigned for the week, or all of them, or some of them. You choose a question and argument that addresses a major point raised in the readings. The goal is not to summarize the readings, but to provide a critical response to them. This should all fit in 4-5 pages (double-spaced). **Response papers are due at the beginning of the class for which the reading is assigned. Papers handed in after class are late and will not be accepted (no exceptions).** If you are unable to print the paper or come to class, please email the paper to me before the beginning of the class in which it is due. 

- The first response paper has to be submitted no later than October 2nd. The second response paper is due no later than November 6th. The third response paper is due no later than December 4th. You **cannot write a response paper on the same text that you are giving a presentation on.** 

- The **final paper** challenges you to develop a more sustained argument in 12-15 double-spaced pages based on readings from this class and outside research. The final paper is due on December 7th. Over the course of the term, you will have to submit an initial paper topic and a paper draft. Those are mandatory but not graded. **I will not mark papers from students who have not submitted paper drafts.** Late final papers will not be accepted without a documented emergency.

**Schedule:**
1. September 11th

Introduction

2. September 18th

Violence, Law, and Politics

Readings:

Recommended:

3. September 25th

Why History? Why Theory? What Method?

Readings:

Recommended:
4. October 2nd

Law and the Spanish Conquest of the Americas

[The first critical response paper has to be submitted in or prior to the class of October 2nd]

Readings:

Recommended:

5. October 16th

Workshop on Graduate School Applications

6. October 23rd

Hugo Grotius and the Varieties of War

[The paper topic statement has to be submitted no later than October 23rd]

Readings:

Recommended:
7. October 30th

**Hobbes: War, the State, and the State of Nature**

**Readings:**

**Recommended:**

8. November 6th

**Locke: Slavery, Property, and Conquest**

*[The second critical response paper has to be submitted in or prior to the class of November 6th]*

**Readings:**

**Recommended:**
9. November 13th

Kant and Kantians: From Anti-Imperialism to the Spread of Democracy?

[The draft or outline of the research paper has to be submitted in or prior to the class of November 13th]

Readings:
Sankar Muthu, Enlightenment against Empire (Princeton: Princeton University Press, 2003), 172-209. [course pack]

Recommended:

10. November 20th

Mill: Non-Intervention, Civilization and Empire

Readings:

Recommended:
Uday Mehta, Liberalism and Empire (Chicago: University of Chicago Press, 1999).

11. November 27th

Security and Intervention

Readings:
**Recommended:**


**12. December 4th**

**Responses to Violence**

**Readings:**


**Recommended:**


**Don’t forget:** The research paper is due on Monday, December 7th.

**Note on the assignments:** All assignments have to be original work by the student who is submitting them. Collaboration on assignments is not permitted. (The only possible exception to this rule in this course may be joint presentations of two or more students with the specific permission of the instructor.) In addition, students should note Carleton University’s policy on instructional offences, available at [www.carleton.ca/cuuc/regulations/acadregsuniv14.html](http://www.carleton.ca/cuuc/regulations/acadregsuniv14.html). Penalties for academic offences may range from a reprimand to expulsion from the university. The use of outside material without proper references is one of the most common and most easily avoidable instructional offences. Whatever language and ideas you take from other sources needs to be referenced. Make yourself familiar with different reference styles! The Carleton University library has many resources that can help you. See: [www.library.carleton.ca/howdoI/citing.html](http://www.library.carleton.ca/howdoI/citing.html).