

Course Outline

COURSE:	LAWS 4903D / 5903Y – Violence
TERM:	FALL 2019
PREREQUISITES:	LAWS Fourth-Year Honours standing
CLASS:	Day & Time: Mondays, 11:35am – 2:25pm Room: Please check with Carleton Central for current room location
INSTRUCTOR:	Dawn Moore
CONTACT:	Office: Room C573 Loeb Building Telephone: 613-520-2600 x. 3823 Email: dawn.moore@carleton.ca

COURSE DESCRIPTION**Violence**

Students will explore violence as a socio-legal, theoretical problem. We will survey an array of interdisciplinary literatures on violence, thematically exploring state and extra-state violence, interpersonal violence, the violence of architecture and space as well as representations and affectations of violence. Students are encouraged to explore the following questions: how is violence defined and by whom? how do we understand the experience of violence and its justifications? how is violence linked to power, inequality and marginalization? how is violence documented and represented? how are we meant to feel in witnessing / experiencing violence? what is the connection between violence and pleasure? how does the notion of feeling violence inform state and juridical 'rational' responses?

REQUIRED TEXTS

Materials: You are responsible for finding course materials available through the university library. I have placed materials not available electronically on reserve in the library.

EVALUATION

(All components must be completed in order to get a passing grade)

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.

- 1) Class Participation (20%). This is a small class and we will be making close readings of the texts. As such, your participation matters. participation includes
 - a. Coming to class with readings in hand, read, ready to ask questions for clarification. There is no tolerance for arriving to class unprepared. We will follow close readings of texts so you **MUST** have the readings with you and you **MUST** read them before class.

- b. Contributing to class discussion. This can include asking questions about points in the text you did not understand, working in class as we collectively unpack readings. Being mindful of taking up space and insuring others have a chance to speak. All interventions in class are assessed for quality, not quantity.
- 2) Discussion facilitation (25%).
THESE ARE NOT PRESENTATIONS. I expect you to lead the discussion for part of the class. This involves you **assigning additional course materials** that are directly relevant to what you want to discuss (these don't have to be academic but you should check with me first). These materials must be provided to the class one week in advance. The main part of your evaluation here concerns the kinds of questions you pose and how you orient the class discussion. It is likely we will hear from two students / week. You can work in pairs or individually.
- 3) Field trip reflection (15%)
 The last day of class falls on December 6th, the Anniversary of the Montreal Massacre. On the evening of December 6th there will be a vigil in Minto Park to remember the largest mass shooting in Canadian history. This vigil typically also speaks to other forms and acts of violence. You are expected to attend the vigil (it lasts about an hour) as either an observer or participant (you choose). I would then like you to write a two page reflection on what you saw, heard, learned and / or felt during the vigil. This reflection should be used to think critically about how we remember violence, sites of memorial, the political messages underlying these acts of memorializing and how memorial plays out in other contexts. You should be using class materials to help you with your reflection. We will discuss this further in class.
- 4) Final reflection – 40% - There are a variety of options available to you here. I will discuss them in class. More details will be provided in class.

SCHEDULE

September 9 – Introduction to Class

The Attica Liberation Faction Manifesto of Demands and Anti-Depression Platform (1971). In *Race and Class* (2011) 53(2).

<https://journals.sagepub.com/doi/abs/10.1177/0306396811414338?journalCode=racb>

September 16 Violence

Facilitator:

Benjamin, Walter. (1927). *A Critique of Violence*.

https://english.columbia.edu/files/english/content/Critique_of_Violence.pdf

Bourdieu, Pierre (1987). The Force of Law. In *Hastings Law Journal* (38). <https://heinonline-org.proxy.library.carleton.ca/HOL/Index?collection=journals&index=journals/hastlj>

September 23 The Emotion of Violence

Facilitator:

Bauman, Zygmunt. (2006). *Liquid Fear*. Introduction and Fear and Evil.

Berlant, Lauren (2011) *Cruel Optimism*. Introduction.

Presdee, Mike. (2003). Introduction and Cultural Criminology in *Cultural Criminology and the Carnival of Crime*. <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=180475>

September 30 State Benevolent Violence**Facilitator:**

Mulla, Sameena. (2014). *The Violence of Care: Rape Victims, Forensic Nurses and Sexual Assault Intervention*. Pp 1 – 23.

Bumiller, Kirstin. (2008). In *An Abusive State*. Preface and Ch 1 The Sexual Violence Agenda

October 7 State Violence 1**Facilitator:**

Agamben, Giorgio. (1995). *Homo Sacer – Introduction*.

Jon Stratton (2011). *Zombie trouble: Zombie texts, bare life and displaced people*. In *European Journal Cultural Studies*.

<https://catalogue.library.carleton.ca/record=b2155300>

October 28 State Violence 2**Facilitator:**

Maynard, Rebecca. (2018). *On State Violence and Black Lives & Devaluing Black Life, Demonizing Black Bodies*. In *Policing Black Lives*.

Chatelain, Marcia and Kaavya Asoka. (2015). *Women and Black Lives Matter*. In *Dissent*. 63(3).

<https://catalogue.library.carleton.ca/record=b4672733>

November 4 Necropolitics**Facilitator:**

Mbembe, JA. (2003). *Necropolitics*. In *Public Culture*. 15(1).

<https://catalogue.library.carleton.ca/record=b4673564>

Moore, Dawn and Rashmee Singh (2019). *Bare Death: Femicide, Forensics, and the Necropolitics of the Corpse*.

November 11 Seeing Violence**Facilitator:**

Young, Allison. (1996). **In the Frame: Crime and the Limits of Representation**. in *Australian and New Zealand Journal of Criminology*.

<https://catalogue.library.carleton.ca/record=b1570495>

Singh and Moore (2018). **Seeing crime, feeling crime: Visual evidence, emotions, and the prosecution of domestic violence**. In *Theoretical Criminology*. 22(1). <https://journals-sagepub-com.proxy.library.carleton.ca/home/tcr>

<https://journals-sagepub-com.proxy.library.carleton.ca/home/tcr>

November 18 Violence of Poverty**Facilitator:**

Bourgois, Philippe. (2003). In *Search of Respect: Selling Crack in El Barrio*. Introduction and Violating Apartheid in the United States.

November 25 Violence and Hate**Facilitator:**

Rosga, Annjanette. (2001). Deadly words: State Power and the Entanglement of Speech and Violence in Hate Crime." In Law and Critique 12. <https://catalogue.library.carleton.ca/record=b2015252>

Spade, Dean. (2011). Normal life: administrative violence, critical trans politics, and the limits of law.

December 2 Experiencing Violence**Facilitator:**

Davis, Angela (2002). Incarceration and the Imbalance of Power. In Invisible Punishment: The Collateral Consequences of Mass Imprisonment.

Jackson, George. (1994). Soledad Brother: The Prison Letters of George Jackson. Foreword and June 10 1970.

December 6 Memorializing Violence.

EVENING FIELD TRIP: December 6 Vigil – details TBA

G.J. Ashworth. (2008). The Memorialization of Violence and Tragedy: Human Trauma as Heritage in Ashate Companion to Heritage and Identity.

<https://montrealgazette.com/news/local-news/polytechnique-massacre-lives-forever-changed>

https://www.youtube.com/watch?v=pvzDwvMmUTM&list=RDpvzDwvMmUTM&start_radio=1&t=287

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

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 Equity Services website: <https://carleton.ca/equity/accommodation/academic/students/>

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 Equity Services website: <https://carleton.ca/equity/accommodation/academic/students/>

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/students/accommodations/>

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/sexual-violence-support/>

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://carleton.ca/equity/accommodation/academic/>

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.

<http://carleton.ca/law/current-students/>