

Course FYSM 1506Q Topics in the Study of Societies: “Power and Violence”
Term Fall 2011/Winter 2012
Instructor Craig McFarlane
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Office Hours Friday 1:00–2:00PM (Fall)
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Course Meets Friday 8:30–11:30AM
Prerequisites Limited to first year students in the ArtsOne “Criminal Matters” cluster

COURSE DESCRIPTION

This seminar explores the relation between power and violence in modern and non-modern societies from a sociological perspective. The first semester is oriented towards developing theoretical and conceptual tools useful in the analysis of power and violence while the second semester turns to more substantive topics drawing upon movies, television and novels. This course is not about, strictly speaking, crime, but about how power and violence manifest themselves in society, are controlled and used in society, and what our imaginary reflections on power and violence say about our own society. Accordingly, the first semester will look at differences between modern and non-modern societies in how they organize violence. The emphasis here will be on increasing control over the individual body through the processes of modernization and civilization. This entails spending a lot of time talking about barbarians, knights, and prisoners. The second semester turns to contemporary anxieties surrounding violence, especially as they are represented in culture. As a result, we will take up torture, murder, war, and zombies—basically everything entailed by the idea of the apocalyptic. The course culminates in a final project where students will be asked to apply theoretical concepts in an analysis of a popular culture artefact (e.g., movie, television show, comic book, novel, etc). This course is both reading and writing intensive. Students are advised to keep this in mind when registering.

COURSE OBJECTIVES

- To introduce the student to reading theoretical texts and understanding theoretical perspectives with the ultimate goal of preparing students to integrate them into future coursework.
- To demonstrate how popular culture is not merely entertainment, but also a form of critical reflection upon society.
- To increase the student’s awareness of and appreciation for the role that history plays in forming the present.
- To improve the student’s ability to write clearly and read critically.
- To familiarize the student with the norms of university life.

REQUIRED TEXTS

The following texts are required for the Winter 2012 semester; there are no required texts for the Fall 2011 semester. When other editions of these texts exist, they are acceptable for our purposes.

Coetzee, J.M. *Waiting for the Barbarians*. New York: Vintage, 2004.

Miéville, China. *The City & The City*. New York: Del Ray, 2010.

Saramago, José. *Seeing*. Translated by Margaret Jull Costa. Orlando: Harcourt, 2006.

Wright, Evan. *Generation Kill: Devil Dogs, Iceman, Captain America, and the New Face of American War*. New York: Berkley, 2004.

All other readings are available on the Carleton University Learning Management System in PDF.

COURSE REQUIREMENTS AND EVALUATION

Unless otherwise indicated, all assignments are due at the start of class the date they are due. Any assignments submitted after the start of class or to the drop box will be deemed late. Late assignments are penalized one grade point per day late (e.g., an assignment two days late which merits a grade of A- will be given a grade of B). Extensions will not be granted under any circumstance. Please note that all written assignments must be completed in order to pass this course; i.e., failure to submit all written assignments will result in a mark of FND. Plagiarism (see below) will not be tolerated and will result in the matter being referred to the Dean of the Faculty of Arts and Social Sciences and will most likely result in a failure on the assignment, if not also the course. There are no exceptions to any of these policies. While all grades are subject to approval by the Chair of the Department of Sociology and Anthropology and the Dean of the Faculty of Arts and Social Sciences, provisional marks will be posted to WebCT as they become available.

PARTICIPATION (2X10%) ONGOING

Marks for participation are contingent upon attendance (which will be taken at the beginning and ending of class; i.e., you must arrive on time and remain for the duration of the class). That is, you must be in attendance in order to participate, however, attendance does not imply participation. As a result, the highest participation mark you can receive is indexed to the number of classes you attend according to the following scheme: Student attended 75% of the classes, thus the highest participation mark the student can receive is 7.5/10 even if the student actively participated in all those classes. Participation means having arrived for class prepared (read the assigned readings more than once; attempted to understand the readings; developed questions about the readings), raising questions and points in class, and responding to questions posed by other students and the instructor. Students are also encouraged to make use of the “discussion board” on the Learning Management System. This course is a seminar and differs significantly from a lecture. In a lecture, the emphasis is on the transfer of information from instructor to student in a lecture. In a seminar, the emphasis is on mastering texts through discussion guided by the instructor. As a result,

students have a high degree of responsibility in ensuring the class functions smoothly and is both enjoyable and educational.

SHORT PAPERS (4X15%) VARIABLE DUE DATES

Students are required to complete two short papers (about 1500 words) per semester. The papers must be written on a set of readings and are due one week after they were discussed in class. For the Fall semester, I strongly recommend that first assignment is handed in by October 21. In these short papers, students should seek to provide an interpretation or “take” on the readings by providing an analysis of the arguments and the concepts. It is expected that papers will extend beyond mere summaries of the readings and will attempt to critically engage with the concepts. Papers must be written in standard English, with proper citations and a bibliography. Any recognized style (APA, MLA, Chicago, etc) is acceptable.

FINAL GROUP PROJECT (20%) DUE APRIL 5, 2012

In small groups (two or three people), students will select a cultural product (film, television show, fiction) and provide an analysis of it demonstrating its relation to course themes. Class time will be allotted to working on the project and students will present their project to the class. Details will be worked out in the second semester, but potential areas could include vampires, zombies, apocalypse and salvation, or serial killers. Virtually any recent “quality” television series (i.e., produced by AMC, HBO, Starz, etc) is amenable to analysis of this sort.

GRADES

In accordance with the Carleton University Undergraduate Calendar (page 45), the letter grades assigned in this course will have the following percentage equivalents:

A+	90–100	B+	77–79	C	67–69	D+	57–59
A	85–89	B	73–76	C	63–66	D	53–56
A-	80–84	B-	70–72	C-	60–62	D-	50–52

ABS Student absent from final exam

DEF Deferred

FND Student could not pass the course even with 100% on the final exam

PLEASE NOTE

This course is a seminar. Seminars differ from lectures in that they pre-suppose active participation from all students and the instructor serves the role as facilitator. Accordingly, it is *expected* that you arrive at class prepared to discuss the assigned material. *If you cannot be bothered to meet this minimum requirement, then you have failed in your basic duty as a student and it is best that you don't bother attending class.* It is your right to do or not do your work as you please, but it is *not* your right to ruin the pedagogical experience of others by failing to be adequately prepared.

In order to facilitate participation—and minimize distraction—computers *will not* be permitted in the classroom (unless the use thereof is an accommodation approved by the Paul Menton Centre or unless a computer is needed to complete in-class assignments). Likewise, texting or any other use of cell phones, iPads, and the like will not be tolerated. If you insist

on texting or otherwise fooling around on a smartphone, tablet or computer, you will be asked to leave. If you'd rather watch YouTube videos or chat on Facebook, you might as well stay home—the seating will be more comfortable and the internet connection better.

It is also expected that students are judicious in their use of email. Hence, when contacting the instructor via email, it is expected that you will use your Carleton Connect account (this is a legal requirement), put the course code and a brief description of the email in the subject line, and write the body of your email in coherent English (i.e., full sentences, proper spelling, grammar and punctuation). If you can't be bothered to write a proper email, I cannot be bothered to reply—after all, the email is clearly not important to you!

Finally, I cannot emphasize strongly enough how important it is to keep up with assigned readings and to attend all the classes. The material is intentionally difficult and challenging. It is your responsibility to show up ready to learn; it is my job to help you meet your responsibility.

ACADEMIC REGULATIONS, ACCOMMODATIONS, PLAGIARISM, ETC.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

For Students with Disabilities Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Menton Centre to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first test. This is to ensure sufficient time is available to make the necessary accommodation arrangements. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2010 exam period is Nov 12, 2010. The deadline for April 2011 examinations is March 11, 2011.

For Religious Obligations Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least

two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

PLAGIARISM

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism? A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FND, Fail, or an ABS.

What are the Procedures? All allegations of plagiarism are reported to the Dean of the Faculty of Arts and Social Sciences. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy. The Policy is strictly enforced and is binding on all students.

ASSISTANCE FOR STUDENTS

Student Academic Success Centre (SASC)
Writing Tutorial Services
Peer Assisted Study Sessions (PASS)

FALL 2011

September 9 Introduction

No assigned readings.

September 16 Violence in Primitive Societies

Clastres, Pierre. *Archeology of Violence*. Translated by Jeanine Herman. New York: Semiotext(e), 1994. [Chapter 6]

Clastres, Pierre. *Society Against the State*. Translated by Robert Hurley. New York: Zone Books, 1987. ["Of Torture in Primitive Societies"]

September 23 Exchange in Primitive Societies

Mauss, Marcel. *The Gift: The Form and Reason for Exchange in Archaic Societies*. Translated by W.D. Halls. New York: W.W Norton, 2000. [Chapter 1]

Sahlins, Marshall. *Stone Age Economics*. New York: Aldine de Gruyter, 1972. [Chapter 1, selections]

September 30 Common Session I

Craig McFarlane, "Thinking About Power and Violence"

Lukes, Steven. *Power: A Radical View*, 2nd ed. New York: Palgrave Macmillan, 2005. [14–29]

Žižek, Slavoj. *Violence*. New York: Picador, 2008. [9–15]

October 7 Revenge, Ordeals and Torture

Miller, William Ian. *Eye for an Eye*. Cambridge: Cambridge UP, 2006. [8–16, 109–29]

October 14 The Civilizing Process

Elias, Norbert. *The Civilizing Process: Sociogenetic and Psychogenetic Investigations*, edited by Eric Dunning, Johan Goudsblom, and Stephen Mennell. Translated by Edmund Jephcott. Oxford: Blackwell, 2000. ["On Medieval Manners," "On Behaviour at Table," "Changes in Attitudes Towards the Natural Functions," "On Blowing One's Nose," "On Spitting," "On Behavior in the Bedroom," "Changes in Attitudes Towards Relations Between the Sexes," "On Changes in Aggressiveness," "Scenes from the Life of a Knight"]

October 21 States of Nature

Hobbes, Thomas. *Leviathan*. Edited by Edwin Curley. Indianapolis: Hackett, 1994. [Chapter 8]

Locke, John. *The Second Treatise of Government: An Essay Concerning the True Original, Extent, and End of Civil Government*. In *John Locke: Two Treatises of Government*, edited by Peter Laslett, Cambridge: Cambridge UP, 1960. [Chapter 2]

Montesquieu, Charles de Secondat. *The Spirit of the Laws*. Edited by Anne M. Cohler, Basia Carolyn Miller and Harold Samuel Stone. Cambridge: Cambridge UP, 1989. [Book 1]

Rousseau, Jean-Jacques. *On the Social Contract*. In *Jean-Jacques Rousseau: Basic Political Writings*, edited by Donald A. Cress, 141–227. Indianapolis: Hackett, 1987. [Book 1, Chapters 1–3]

October 28 Common Session II

Jillian Crabbe, “To Be Determined”

November 4 Class Struggle and Social Structure

Marx, Karl. “Economic and Philosophic Manuscripts.” In *Karl Marx: Early Writings*, edited by T.B. Bottomore. New York: McGraw-Hill, 1964. [120–34]

Marx, Karl. “Preface’ to *A Contribution to the Critique of Political Economy*.” In *Marx: Later Political Writings*, edited by Terrell Carver, 158–62. Cambridge: Cambridge UP, 1996.

Marx, Karl and Friedrich Engels. “Manifesto of the Communist Party.” In *Karl Marx: Later Political Writings*, edited by Terrell Carver, 1–20. Cambridge: Cambridge UP, 1996

November 11 Good and Bad versus Good and Evil

Nietzsche, Friedrich. *On the Genealogy of Morality: A Polemic*. Translated by Carol Diethe. Edited by Keith Ansell-Pearson. Cambridge: Cambridge UP, 1994. [Second Essay]

November 18 The Carceral Society

Foucault, Michel. *Discipline & Punish: The Birth of the Prison*. New York: Vintage Books, 1995. [195–228, 293–308]

Moskos, Peter. *In Defense of Flogging*. New York: Basic Books, 2011. [1-9]

November 25 Common Session III

Shelley Brown, “Female Offenders: Sugar and Spice and Not So Nice?”

WINTER 2012

January 6 The Apocalypse

Vargas, Miguel. “Dead Serious: Evil and the Ontology of the Undead.” In *The Undead and Philosophy: Chicken Soup for the Soulless*, edited by Richard Greene and K. Silem Mohammad, 39–52. Peru, Ill.: Open Court, 2006.

Wood, Robin. “An Introduction to the American Horror Film.” In *Movies and Method*, Volume 2, edited by Bill Nichols, 195–220. Berkeley: University of California Press, 1985.

Film: “Dawn of the Dead” [2004]

January 13 Visibility

Miéville, China. *The City & The City*. New York: Del Ray, 2010.

January 20 Empire

Coetzee, J.M. *Waiting for the Barbarians*. New York: Vintage, 2004.

Film: “District 9” [2009]

January 27 Common Session I

Janet Hempstead, Librarian, Subject Specialist for Anthropology, Sexuality Studies, Sociology, and Women’s and Gender Studies.

Guest Speaker, TBD

February 3 Career Centre

February 10 Emergencies

Saramago, José. *Seeing*. Translated by Margaret Jull Costa. Orlando: Harcourt, 2006.

February 17 Common Session II

Academic Writing

Academic Integrity

Reading Your Audit

February 24 Reading Week

March 2 Modern War

Wright, Evan. *Generation Kill: Devil Dogs, Iceman, Captain America, and the New Face of American War*. New York: Berkley, 2004.

Film: “Generation Kill” [2008]

March 9 Group Work

Drop-in Library Session with Janet Hempstead.

March 16 Group Work

Collaborative Writing, Writing Tutorial Services

March 23 Group Work

March 30 Common Session III

Final cluster event. Details to be determined.