

PO8019 Political Violence and Political Order

M.Sc. Political Science Module

Hilary Term 2018

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Overview

This class will give students a look into the murky and ambivalent relationship between violence and political order. Most theories of political order begin with the perspective that state institutions set limits on the legitimate use of violence and so control the violent tendencies of an anarchic society. The analysis of political violence typically concentrates on contestation between the state and other parties regarding the legitimate monopoly on the use of violence, as in the case of civil wars. Yet states themselves are also producers of violence. Aside from the obvious case of war between states, states engage in varying levels of everyday violence. In some cases, this violence is perceived as legitimate, as in the use of imprisonment as a punishment for criminal activity. However, the application of 'legitimate' forms of violence may become illegitimate if this application is biased towards certain groups or discriminatory. In other cases, states clearly transgress norms of legitimate violence, engaging in activities such as torture, sexual violence, and even ethnic cleansing. We will read work from history, anthropology, political science, sociology, and criminology.

Learning Objectives

After completing this class, students should be able to:

- Engage with different empirical and theoretical approaches to the analysis of violence and political order
- Develop conceptual, theoretical, and empirical connections across research from political science, international relations, history, sociology, and criminology
- Compare and analyse variation in types of political violence
- Understand and articulate the recursive relationship(s) between violence and political order

Course Structure and Contact Hours

There will be 5 weekly seminars of 1h50mins and is worth 5 ECTS credits. Attendance at these seminars is compulsory. Please contact me in advance by email if you cannot make a seminar. I am happy to meet with students to discuss course materials, research papers, and other matters. Please let me know by email and we will set up an appointment.

Requirements

Seminar Participation: (15%). Everyone is expected to attend every seminar ready to participate and having completed the readings. Students are expected to carry the discussion forward. As course instructor, I will chair and, where necessary, focus the debate and pose questions (see below). Your grade will depend not just on attendance, but **actual participation**. Learning to lucidly articulate an argument about a complex topic amongst a group of your peers *and* learning to listen to and engage with one another (not just waiting for your turn to speak) are some of the key skills you'll develop in graduate school. Practice makes perfect, so speak up and be attentive!

Discussion Points/Questions (15%)

By 7.00 pm on Wednesday (i.e. the day before the seminar) every week, students should submit **3 discussion points or questions** to me **by email**. Here you are **not** asked to provide a detailed discussion or analysis. You are simply required to raise some interesting points or questions about the week's readings that will form the basis of in-class discussion. These should be in the form of 3 numbered points/questions; each should be **a paragraph or two in length**. I will be looking for originality in your insights, reference to theoretical debates you have engaged with elsewhere, sharp critiques of the evidence or theory employed, etc. Consider what points/questions will make for an interesting discussion in the seminar. Think of applying questions like: Are the arguments logically coherent? How do the authors defend their cases? Do the papers use qualitative or quantitative evidence and how well executed are the empirical analysis? How do the results/theories of one paper challenge another? Outline your own critical assessment and elements you believe are worthy of further interrogation.

Final Assignment (70%):

1. **Read one of the following:** Timothy Pachirat, *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*, James Ron. *Frontiers and Ghettos: State Violence in Serbia and Israel*, Darius Rejali, *Torture and Democracy*, Alexander Hinton, *Why Did They Kill?: Cambodia in the Shadow of Genocide*, Marie Gottschalk, *The prison and the gallows: The politics of mass incarceration in America*.
2. Outline **two** questions on the broad topic of violence and political order that the selected book suggests to you. Explain why these questions emerge from the text and why you think they merit further investigation (500 words).
3. Choose **one** of these questions and detail how you would answer it? Provide all the details found in a good research proposal. (2,000 words)

You should demonstrate not just a critical appreciation of the selected work, but also an understanding of the various scholarly works to which you feel it is related. Thus, you should refer to additional works or evidence in your answers.

The assignment should be approximately 2,500 words in length (+/- 10%) including notes/bibliography. Exceeding the limit will result in deduction of marks.

Due Date: February 23rd 2018 12pm. All late work, unless excused beforehand, will have 5 marks deducted for each day beyond the deadline. Virtually all issues can easily be addressed in

advance so it is best to let me know as soon as possible so we can make arrangements that avoid the need for penalties.

Turnitin.com. The assignment must be submitted using turnitin.com. This is an online system that enables us to manage the module efficiently. Note that there is also a plagiarism detector on turnitin.com. You need to register yourself with turnitin.com. The course number for this module is **16316291** and the password is **PO8019**.

Academic Dishonesty and Citations

Needless to say, academic dishonesty will not be tolerated. Any student who attempts to represent some else's work as her/hers own will be subject to the disciplinary proceedings of the University. This includes plagiarizing the work of others, using an essay writing service, or any similar activity. All written assignments will pass through an electronic plagiarism checker.

Of course, in your work, you are expected to draw on existing theoretical and empirical research. All scholarly and journalistic material should be appropriately cited. You may use any citation style you wish, but be consistent in your work. See <http://uncg.libguides.com/content.php?pid=100907&sid=757621>. Chicago (footnote) or APSR (in-text) are the most commonly used styles in political science. Wikipedia, blogs, and other such online sources might be useful as a first step but they should not be relied upon when writing essays.

Required Texts

- Hinton, Alexander Laban. *Why Did They Kill? : Cambodia in the Shadow of Genocide*, Berkeley: University of California Press, (2005).
- Pachirat, Timothy, *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*, New Haven: Yale University Press, (2011).
- Rejali, Darius M. *Torture and Democracy*. Princeton: Princeton University Press, (2007).
- Gottschalk, Marie. *The prison and the gallows: The politics of mass incarceration in America*. Cambridge University Press, 2006.

Readings

Week 1 (4 Mar): Violence, Anarchy, and the State

- Tilly, C. (1985). "War making and state making as organized crime," in *Bringing the State Back In*. P. B. Evans, D. Rueschemeyer and T. Skocpol. Cambridge, Cambridge University Press: 169-191.
- Cohen, Youssef et. al. "The Paradoxical Nature of State Making: The Violent Creation of Order" in *American Political Science Review* 75 (Dec., 1981), pp. 901-910.
- Downing, Brian M. *The Military Revolution and Political Change: Origins of Democracy and Autocracy in Early Modern Europe*. Princeton, N.J.: Princeton University Press, 1992, pp. 1-83
- Herbst, J. "War and the State in Africa." *International Security* 14, no. 4 (1990): 117-39.
- Pinker, S. (2011). "The Pacification Process," *The better angels of our nature: the decline of violence in history and its causes*. London, Allen Lane., pp. 37-70

Week 2: The Disciplinary State

- Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press, 2010., pp 1-19, 58-94
- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. 2nd ed. New York: Vintage Books, 1995., pp. 3-31, 195-228, 293-308
- Gottschalk, Marie. *The prison and the gallows: The politics of mass incarceration in America*. Cambridge University Press, 2006. Chapters 1-2, 9-10.

Week 3: Torture and the Politics of Sight

- Pachirat, Timothy. 2011. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*, New Haven: Yale University Press. Chapter 1 and Chapter 9.
- Rejali, Darius M. *Torture and Democracy*. Princeton: Princeton University Press, 2007. Introduction, Chapter 1, Chapter 2, Chapter 20 and any other chapter from 6-19.

Week 4: Identity, Violence and the State

- Fearon, James.D. and Laitin, David .D., 2000. Violence and the social construction of ethnic identity. *International Organization*, 54(4), pp.845-877.
- Gerard Prunier. 1995. *The Rwanda Crisis: History of a Genocide*. New York: Columbia University Press, Chapter 1, Chapter 2, Chapter 7.
- James Ron. 2003. *Frontiers and Ghettos: State Violence in Serbia and Israel*, Berkeley: University of California Press, pp. xi-xxi, 1-24

Week 5: Ethnic Cleansing and Genocide

- Hinton, Alexander Laban. *Why Did They Kill?: Cambodia in the Shadow of Genocide*, Berkeley: University of California Press, 2005, pp. 1-95, 126-169, 211-298
- Oppenheimer, Joshua. 2013. *The Act of Killing*. Documentary.

