“Actively promoted sectarian hatreds can spread like wildfire, as we have seen recently […] in many places in the world.” (Amartya Sen: Identity and Violence (2006: XV)

“The times are dark. The issues are clear. Our choice now, as we leave behind the confidence men and their false hopes, is either to wake up and give everything to ‘achieve our country’ or remain asleep as America burns” Eddie Glaude, ’89, Democracy in Black (2016)

“The only thing they don’t know how to handle is non-violence and humor.” John Lennon

Course Description
In this course we will examine the causes underlying the most destructive, evil and perplexing phenomena haunting society: systematic acts of violence. In the first section we will map and examine contemporary acts of violence including the Syrian Civil War, deadly school shootings, massacres against civilians perpetrated by ISIS, Al Qaeda and Boko Haram in the name of religion or ideology; civil wars, new slavery, genocides, arbitrary violence against women, etc. In the second section of this course, we will investigate second-panel forms of non-violence as forms of resistance such as peaceful demonstrations, negotiations between workers, trade unions, and CEOs, coalition governments comprised of enemies, MeToo, Black Lives Matter, protesting the national anthem, and “virtue signaling”. In the third portion of this course we will situate the first two sections within the work of political thinkers including Richard Wright, Franz Fanon, Malcolm X, and Stokely Carmichael, Howard Thurman, but also the work of theoreticians Mohamed Arkoun, Ibn Khaldun, Amartya Sen, Norbert Elias, Pierre Bourdieu, Preston King and Abram de Swaan. We will examine instances of violence shaped by unique political economies and contexts, the role of the nation-state and transnational influences as a result of the increasing globalization of violence.

This co-taught seminar focuses on various types of violence: subjective or objective, systemic or symbolic, physical or psychic, visible or invisible. We will also examine the philosophy of nonviolence, especially the notion of Ahimsa. We will collaboratively examine the ‘ideology of order,’ the ‘fear of power,’ and the socio-ethical ‘conditions of community.’ We distinguish carefully between violence within the ‘emergent state’ and in the ‘consolidated state,’ between ‘expanding
democracy’ and ‘ending exclusion,’ and between the ‘colonial’ and ‘domestic’ contexts of violence and nonviolence in the 20th century.’ We will examine the alleged justifications for sundry forms of ‘war and terrorism’ as well as the force inherent in alternative theories of ‘policing’ and ‘incarceration’ in the 21st century.

**Visiting Guests**
Nezha Alaoui, founder and CEO of MAYSHAD, journalists at different media outlets Slma Shelbayah (CNN), Aberrahim Foukra (Al Jazeera Bureau Chief Washington DC), Stephan Sanders (*de Volkskrant*), Judith Neurink (Erbil, Kurdistan Region Iraq); as well as (singers Efendum, El Haked & El General), Bloggers (Bnaya Tunisia and others), and Cartoonists, Jean Plantu (France), Ali Dilem (Algeria), Kichka (Belgium/Israel), Derek Jackson (former president of South African Chamber of Commerce) and politicians from Europe, Africa and the US.

**Course Objectives**
Students will be able to:
- Understand theories and methods that are relevant to analyze media in society.
- Gain competence in creatively envisioning soundly-researched projects.
- Articulate critical perspectives on Al Jazeera.
- Critically assess behavior of satellite television users in the Middle East and North Africa.
- Pursue independent research on Arabic media outlets.

**Course Requirements and Evaluation**
Your grade for the course will be based upon your class attendance and participation, a team project proposal, project presentation and a final exam. Keep in mind that there are no make-ups, no bargaining about grades and no late submission of assignments.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Class Blog Posting/Tweets</td>
<td>10%</td>
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<tr>
<td>Group Project Presentation</td>
<td>30%</td>
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<tr>
<td>Midterm (op-ed 600 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper, 2000 words</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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10% Class Participation = Think Tanks & Group work minutes 5, weekly preparedness 5.
Extra Credit: TA for a day

**Class Participation**
It is essential that you keep up with the reading and that you do all of the reading assignments for any given class. Your participation grade will be based on your regular attendance, preparation for class discussion, and active participation. During each class meeting a group of three students will lead the class discussion. If you are scheduled to lead the discussion, you will be required to read weekly reading assignments, especially carefully, and conduct a small amount of additional
research (newspaper or journal articles) as an application of the principles outlined in the readings. It is also recommended that you collaborate with your group members in advance.

**Blog Posting Tweets and Reading**

Every group of students will be required to write at least **9 blog posts** throughout the semester as reflections on the reading or (A minimum of 150 words per post). Blog posts must be submitted through the class Canvas discussed in class and Twitter. Blog posts are due before class each week and late submissions will result in a lower grade. **After you have submitted a total of 9 blog posts, you do not need to submit any more in the following weeks.** The blogs should answer the questions that you raise. To have an active link to the book while creating a post that far exceeds the 140 characters limit, you can do the following:

1) Take a screenshot of their working tweet,
2) Tweet that screenshot with the caption being the link to the website. You are right! Here is the link! 

https://global.oup.com/academic/product/fridays-of-rage-9780199337385#.WbBUNxzLrAM.twitter

**Possible ways of interacting with reading assignments for blog writing**

1. **Critique the work**
   - This is a natural path to take if you either strongly agree or strongly disagree with the main argument of the work. Did you find any weak points in the argument? Do parts of the argument not logically follow or contradict other parts? Are parts of the argument supported with either less data, or a very different sort of data? Can you critique the work by placing it alongside other works we’ve read and approaching it from that perspective? If you want to compliment the work, you should be able to do it in a grounded, scholarly manner (referencing data sources, modes of analysis, key concepts, theoretical perspectives, etc.).

2. **Compare the work to another work**
   - Does the work resonate with something we’ve read previously? Does the work contradict other perspectives we’ve encountered? You can try to get two of the scholars we’ve read to try to “talk to” each other by focusing a written discussion around possible common ground or points of contention between the two (or more).

3. **Apply the work’s conceptual framework to a real-world situation or an aspect of your own experience**
   - Could the work be used to comment on current world affairs? How and why? Be sure to cite media sources, and current affairs should not be discussed without citing one media source. If appropriate, you can also relate the work to something you’ve encountered in your own life.

4. **Write a more traditional analysis of the work**
   - You do not need to strongly critique the work, but you should be able to clearly pull out any new concepts or theoretical paradigms that you find useful. You should be able to explain how they add to the theoretical framework we’ve been building throughout the course.

**Film and Social Media Practicum**

– The film viewing component of this class will be on BB and compulsory. You are required to
write a Twitter report (140 words) or more after every viewing.
1. *Control Room, Control Room, Jehane Noujaim*
2. *La Haine, Mathieu Kassovitz*
3. *Natural Born Killers, John Hinckley*
4. *"The Ballot or the Bullet", Malcolm X*
5. The Rodney King incident race and justice in America
6. *Return to Bamako, Jacques Sarasin*
7. Mandela: Cape Town speech upon release from prison
8. The Battle for Iraq, Joshua Baker
9. Rabaa Massacre, Al Jazeera documentary
10. *Burning, Isabella Alexander*
11. Twice a Victim: How Have Attacks Affected Muslims in Europe?
12. Across Mexico: Chasing an impossible dream
13. Is #MeToo a West-only movement?
14. Surveilling Black Lives Matter
15. *Professor Preston T. King on CSPAN* https://www.c-span.org/person/?prestonking

**Deliverables: a Roadmap**

<table>
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<tr>
<th>Deliverable</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>First Paper Due</td>
<td>Tuesday, September 18th</td>
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<tr>
<td>Group project Outline Due</td>
<td>Tuesday, October 9th</td>
</tr>
<tr>
<td>Op-Ed</td>
<td>Tuesday, October 30th</td>
</tr>
<tr>
<td>Rough Draft Final Paper Due</td>
<td>Tuesday, November 6th</td>
</tr>
<tr>
<td>Group Projects Presentations</td>
<td>Tuesday, December 4th and 11th</td>
</tr>
</tbody>
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**Required Books:**

1. *Identity and Violence: The Illusion of Destiny. (Allen Lane 2007)* Amartya Sen
2. *The Killing Compartments; The Mentality of Mass Murder (Yale UP, 2015), Abram de Swaan*

**Plagiarism & Cheating**

All students enrolled in this class are required to endorse the honor code of Emory College summarized in the statement below: “I pledge to pursue all academic endeavors with honor and integrity. I understand the principles of the Emory College Honor System, and I promise to uphold
these standards by adhering to the Honor Code in order to preserve the integrity of Emory College and its individual members.”

Class Schedule

Disclaimer 1 & 2.

1. Adjustments:
(* The instructor reserves the right to adjust and/or alter the course content according to the pace of student learning and pedagogical needs)

2. Scenes and Language from films, music, etc.
(** Audiovisual material will be screened in English, Arabic, French, Spanish and Dutch. It may include scenes of violence, sex and/or inappropriate language)

(Expect weekly updates on Fridays—Please consult Canvas)

Week One
Tu. September 4th

Course Overview
Concepts, Methods & Numbers
What is Political Economy of Violence and Nonviolence?

Debating The Control Room and the War Against Iraq (Documentary)

Readings:
Chap 1, 2, 3 and 4


Week Two
Tu. September 11th

Leadership Post 9/11, Religious Unity, female empowerment and nonviolence

“If We Didn’t Invade Iraq!”: Debating Nonviolence after 9/11

Workshop a launch with Nezha Alaoui “Be A Leader: Be Who You Want to Be”
Nezha Alaoui is the founder and CEO of MAYSHAD, supporting the empowerment of women and millennials.

Readings:


**Week Three**
**Tue. September 18th**  Making Sense of the Senseless: Why So Much Violence?

**Readings:**
Abram de Swaan. The killing Compartments: The Mentality of Mass Murder, Chapters: 1 & 2


Kamel Daoud.Tunisia Is the Exception, Not the Model

**Week Four**
**Tue. September 25th**  State Violence in Comparative & Historical Perspectives (Professors King & Jensen)

1. The Emergent State.
   1. First Lesson (I.a):

2. Second Lesson (I.b):
   a. Reading [3]: Preface to Frantz Fanon’s “Wretched of the Earth”

**Week Five**
**Tue. October 2nd**  The Colonial & Domestic Contexts of Violence in the 20th Century

2. Second Lesson (I.b):
   a. Reading [3]: Preface to Frantz Fanon’s “Wretched of the Earth”
b. Frantz Fanon: On Violence  
c. Hannah Arendt: Reflections on Violence (pdf)  
d. Reading [4]: Abram de Swaan, Chapters 3

Fall Break: October 08-09

Week Six  
Tue. October 16th  The Violence-Nonviolence Dilemma: MLK, Gandhi, Malcolm X

II. The Colonial and Domestic Contexts of Violence and Nonviolence in the 20th century.

   a. Reading [13]: “On the Teachings of Satyagraha, Ahimsa, and Hind Swaraj, or Indian Home Rule” Mohandas K. Gandhi  

Week Seven  
Tue. October 23rd  The Political Economy of Race, Gender, Age, et cetera.

4. Domestic Context:
b. Reading [16]: Selections from Stokely Carmichael’s Black Power: The Politics of Liberation (1968), plus “The Bullet or the Ballot” by Malcolm X.  
c. Patrisse Khan- Cullors & “When they call me a Terrorist: A black Lives Matter Memoir” (optional)

Week Eight  
Tue. October 30th  Migration and Violence: US and EU Compared

Screening the documentary Burning  
Q & A with Film Director and Emory Professor Isabella Alexander

Readings
Kamel Daoud. Can It Be Illegal to Leave Your Country?

Kamel Daoud. If Saudi Arabia Reforms, What Happens to Islamists Elsewhere?

Kamel Daoud. Black in Algeria? Then You’d Better Be Muslim,
https://www.nytimes.com/2016/05/03/opinion/kamel-daoud-black-in-algeria-then-youd-better-be-muslim.html

Mohammed Arkoun. Thinking the Mediterranean Arena Today. Diogenes, vol. 52, 2: pp. 99-121, First Published May 1, 2005

Reading: Horizontal Inequality, Crosscutting Cleavages, and Civil War
Journal of Conflict Resolution 2012. 56(2) 206-232


Migrants, borders and the criminalisation of solidarity in the EU. Race & Class, vol. 59, 4: pp. 65-83, First Published February 12, 2018


Hobbesian Slavery. Political Theory, Oct 2017

Week Nine
Tue. November 6th Experiments in Nonviolence: From India’s Partition to the Brexit
(Readings are available electronically on Canvas)

Reading:
Abram de Swaan, Chapters 4, 5, 6 & 7.
Jon Burnett. Racial violence and the Brexit state
http://journals.sagepub.com/doi/abs/10.1177/0306396816686283

Paul de grauwe. The Catalan crisis and Brexit stem from the same kind of nationalism

Week Ten
Tue. November 13th South African General Election Forum
The current situation in South Africa being volatile and in the light of elections early next year we will host a forum where the representatives of all the parties come and address the serious issues currently facing South Farm murders:
Land Expropriation
Investment: a yes or a no
The future of all people's
Racism

**Readings:**


**Week Eleven**
**Tue. November 20th**
**The Impossible Nonviolence: The Political Doctrine of Jihad?**
The Spreading of an Economy of Disorder

**Readings:**
Why sanctions against Iran are counterproductive


**Thanksgiving Recess November 22-23**

**Week Twelve**
**Tue. November 27th**
**How to Counter, Refuse or Cure Violence?**
EU as an Experiment in Nonviolence

(Readings are available electronically on Canvas)

Kate Cronin-Furman& Milli Lake: Ethics Abroad: Fieldwork in Fragile and Violent Contexts. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1D0A46CECB5C50F502A9CCB370884FS1020909651800379a.pdf/ethics_abroad_fieldwork_in_fragile_and_violent_contexts.pdf

**Week Thirteen**
Tue. December 4th       Group Project Presentations
(Readings are available electronically on Canvas)

Readings:


Week Fourteen
Tue. December 11th       Group Project Presentations
(Readings are available electronically on Canvas)

*Note:
All scheduling, grading, class policies and syllabus contents are subject to change during the semester. Please be flexible as opportunities arise we will be changing the schedule to fit the schedules of our distinguished speakers and pivotal political events. There will be no extensions and papers received after the deadline will receive a ZERO.