

Department of Sociology, University of Toronto

SOC350H1S: Sociology of Violence

JULY-AUGUST 2020, MONDAYS & WEDNESDAYS, 12-3PM, ONLINE

Instructor: Ioana Sendroiu

Feel free to call me by my first name. It's pronounced E-wah-nah.

Office hours: Through BB Collaborate, please email me to make an appointment.

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Course information

From gangs to genocide, we will explore global patterns of violence and how they have changed over the past century. When do individuals engage in violence? How do groups and states use, condone, and even organize violence? And what sorts of social structures create protections against violence, or even help to end cycles of violence? Drawing from literatures in sociology, psychology, and political science, we will explore these questions and more.

Course objectives

- You will better understand the predictors and effects of violence, as well as trends in how violence takes place
- You will learn to relate academic research with policy debates and implications

Course format

This is an intensive, program-only course, and this is reflected in both the reading load and the class schedule. We will be meeting online twice a week. During the first hour (12pm-1pm), the entire class will meet, presentations will take place, Ioana will also frame the readings, and we will have a discussion about them.

Tutorials will take place after this hour. You will be randomly assigned to a tutorial group and will meet with your TA for a further hour of smaller group discussion that will be focused on a particular concept, topic, reading, etc. Tutorials will take place during regularly scheduled class time, either from 1:10-2pm or 2:10-3pm.

Class meetings and tutorials will take place online. This means that you will need to have access to a computer and a stable internet connection.

Considerable parts of the course will also occur through Quercus discussions. Please remember that Quercus doesn't send you notifications if you get a response to a comment, which means we all need to get into the habit of checking regularly.

Prerequisites

SOC201H1, SOC202H1, SOC204H1 plus two of the following (1.0 FCE): SOC251H1, SOC252H1, SOC254H1

Course materials

Readings are freely available, and can be found either on the course website or online through the University of Toronto Libraries: <https://onesearch.library.utoronto.ca>.

Overview of community expectations

I am committed to making our classroom, our virtual spaces, our practices, and our interactions as inclusive as possible. I believe that mutual respect, listening carefully and openly, and participating actively and thoughtfully will make our time together productive and engaging.

To this end, please give me feedback at any time throughout the course about things that are helping you learn, or things that aren't helping. If you would like to do so anonymously, you can use the following form: <https://forms.gle/s5hu7gPxJqwfByGQA>. And in general, please make sure to communicate with me if there are ways that I can improve the course to better support your learning.

Equity and respect

As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course, and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Gender-inclusive language

Respectful classroom etiquette includes using gender-inclusive language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Classroom etiquette

Mutual respect is critical for learning and teaching. Please be considerate at all times. This is particularly important during an online meeting — please don't disturb the meeting and be ready and willing to engage in conversation. If your behavior is distracting or disrespectful, you will be asked to leave the session.

On a different note, parts of the course discussion will also take place through Quercus discussions. If someone goes to the trouble of commenting on one of your posts, I do expect you to reply if appropriate — treat this like regular interaction: if someone says something to you, you'd usually want to engage and respond.

A note on points of view

The readings, lectures, and my comments in class will inevitably suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are considered and discussed.

How your learning will be assessed

Assessments

Assessment breakdown, paper stream		
Type	Description	Weight
Reflection topics	1-2 sentences on at least one reading for a module; cannot be a summary of the reading. Due the night before each meeting through Quercus.	10%
Participation	Predominantly participation in class/tutorial; bonus if you engage in Quercus discussions.	10%

Assessment breakdown, paper stream

Type	Description	Weight
Presentation	7-10 minute introduction to a reading for one module. Multiple individuals will present each class; you must coordinate amongst yourselves to decide who presents which reading. Please notify loana which reading you're introducing at least 24 hours before class <i>Note: you CANNOT present on readings marked with *</i>	15%
Op-ed	Maximum 750 words, on an aspect related to violence. This is specifically not academic writing, but an attempt to explain and use course concepts for a generalist audience. <u>Due July 29.</u>	15%
Empirical assignment	5-7 double-spaced pages; memo report on an instance of violence, and (a) how your instance fits in with broader violence patterns; and (b) strategies for addressing the violence. <u>Due August 17.</u>	25%
Final assessment	Essay-based. You will receive the questions August 19th. They will be <u>due August 24th.</u>	25%

Note: Please check Quercus for detailed instructions for each of the assignments.

Your success in this class is important to me. I know that we all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or that exclude you, please let me know as soon as possible. Together, we'll develop strategies to meet both your needs and the requirements of the course.

Due dates

Time bank: In this course, we will be using time banks. Our time bank is made up of three days. This means that you each have a three-day grace period for one assignment **or** three one-day extensions distributed across different assignments. If you are using your time bank credit for a particular assignment, please let me know when submitting the assignment (you can use the comment option on Quercus). Due to the nature of the assignment, you cannot use the time bank for the reflection topics, your presentation, or the final assessment.

Quercus: Please keep proof (using screenshots) of having submitted your assignments to Quercus. This prevents you incurring late penalties due to technical errors.

Religious or cultural accommodations: Individuals who have religious or cultural observances that coincide with this class should let the instructor know in writing by email before July 13. I strongly encourage you to honour your religious and cultural holidays! However, if I do not hear from you by July 13, I will assume that you plan to attend class (online) and to submit your assignments on time.

Late penalties: Late assignments without the required steps in case of delays (see below) — and outside of the time bank limits — will be penalized 5% of the assignment marks per day. The penalty will run from the day the assignment was due until the day it is submitted via Quercus.

Required steps in case of delays in completing assignments: In case of illness, you should (1) declare your absence on ACORN, and (2) get in touch with loana ASAP in order to let her know of the delay and make plans for when to submit your assignment. **Failure to complete both of these steps before submitting a late assignment will result in late penalties.**

If a personal or family crisis prevents you from meeting a deadline, you should contact your college registrar as soon as possible, and we will comply with their recommended accommodations. In cases with short turn-around, please reach out to loana and we can work together on accommodations until your registrar can be reached.

Grade appeals

We do our best with grading, focusing on being thorough and fair. But grading errors can certainly happen. If it is a mathematical error in adding up the points, you can simply alert the TA.

For substantive appeals: Email the TA a written explanation on why you think your mark should be altered. Your explanation should take into account the comments you received on your test/assignment, and if applicable, the assignment's objectives or requirements. You should do this within one week of receiving your assignment. It's really helpful if you include examples from your assignment to illustrate the arguments you make in your appeal.

You can also, within one week of having received an appeal response from your TA, ask for a further appeal with the course instructor. Your email to me should include all correspondence regarding the initial appeal, and a written explanation responding to your TA's comments on the initial appeal.

Of course, it is important to note that we will typically regrade the entire assignment, and your mark could certainly go up, but it can also stay the same or even go down. However, we promise to never be unfair or in any way vindictive: mistakes do happen, and we're honestly happy to correct our own.

Resources and policies

Academic integrity

Academic dishonesty of any kind will not be tolerated. Students who commit an academic offence face serious penalties. For more information on academic integrity at the University of Toronto, including the Code of Behaviour on Academic Matters, please visit <https://tinyurl.com/UoTrules>.

Course communication

We will use Quercus to share updates about the course; please check it regularly or set up email notifications in order to stay up-to-date with the course.

Email guidelines: All emails you send should include the course code (i.e., SOC350) in the subject line — we're all working on multiple courses, and this prevents confusion. It is good practice to treat emails as you would any other professional communication; opening statements such as "Hello loana" are always a good idea. We will do my best to answer emails within 48 hours of receipt.

Mental health and well-being

I know that life is complicated, and university can be stressful. If you or someone you know is feeling overwhelmed, depressed, and in need of support, services are available. For a listing of

mental health resources available on and off campus, you can visit: <https://www.studentlife.utoronto.ca/feeling-distressed>.

Further resources

I also strongly recommend making use of the many campus resources available for help, especially with coursework, and generally with keeping up with the demands of university life. This includes your **college registrar** in case of any unexpected events or crises, and **Academic Success** (<https://www.studentlife.utoronto.ca/asc>) for help developing strategies for doing well in your courses. **Office hours** are also an (underutilized!) resource for doing well in courses.

Everyone has the right to accommodations through **Accessibility Services** (<https://www.studentlife.utoronto.ca/as>), and if you are struggling, I strongly recommend you make an appointment with an accessibility counsellor as soon as possible. Remember that they tend to get extremely busy towards the end of semesters, so it's important to get in touch as soon as possible to make sure that you get accommodations in time.

A directory of student support resources at U of T can be accessed through the **Student Life app** (<http://studentlife.utoronto.ca/ote/startuoft-book>).

Course schedule

Schedule and readings for each week *subject to change during the semester**

JULY 6: INTRODUCTION, COURSE OVERVIEW

No class meeting or tutorials. Watch intro to course posted by Ioana to Quercus. Use "Office hours" discussion board to ask your questions.

JULY 8: INTRODUCTION, ON THE STATE OF THE WORLD TODAY

No class meeting today. *In recognition of the current situation in the world, we are watching and live tweeting (in this case, using Quercus discussion posts) the movie The Hate U Give, currently available to stream for free. We'll start watching at 12pm, and we'll all respond to it live on Quercus as we're watching.*

*Bokat-Lindell, Spencer. 2020. "Debatable: Why is police brutality still happening?" *New York Times*.

*PHOTO ESSAY Lubow, Arthur. 2020. "A Portrait of America That Still Haunts, Decades Later" *New York Times*.

JULY 13: PATTERNS AND EFFECTS

Bourgois, Philippe. 2001. "The power of violence in war and peace Post-Cold War lessons from El Salvador." *Ethnography* 2: 5-34.

Mann, Michael. *The Dark Side of Democracy. Read Chapter 1, "The Argument"*.

*Human Security Report. 2013. *The Decline in Global Violence: Evidence, Explanation, and Contestation*. Vancouver: Human Security Press. *Read Overview*.

JULY 15: STATES AND VIOLENCE

Tilly, Charles. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, edited by Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (Cambridge University Press, 1985).

Robinson, Eric et al. "When the Islamic State Comes to Town." *Read chapters 1 and 11*.

*Arango, Tim. "Isis Transforming Into Functioning State That Uses Terror as Tool." *New York Times*.

*Callimachi, Rukmini. "The ISIS Files - When Terrorists Run City Hall." *New York Times*.

JULY 20: GENOCIDAL VIOLENCE

Browning, Christopher. *Ordinary Men*. Excerpts.

Hinton, Alexander Laban. 1998. "A Head for an Eye: 'Disproportionate Revenge' in the Cambodian Genocide." *American Ethnologist* 25:352-377.

Optional, for more background and theory: Hagan, John and Wenona Rymond-Richmond. 2008. "The Collective Dynamics of Racial Dehumanization and Genocidal Victimization in Darfur." *American Sociological Review* 6: 875-902.

JULY 22: COLONIALISM

Acharya, Avidit, Matthew Blackwell, and Maya Sen, "The Political Legacy of American Slavery."

Sartre, Jean-Paul. "Preface." *Wretched of the Earth* by Franz Fanon.

Truth and Reconciliation Commission of Canada, "Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada." *Read the Introduction. *If presenting on this, include at least another chapter.*

Optional, for more background and theory: Steinmetz, George. 2014. "The Sociology of Empires, Colonies, and Postcolonialism." *Annual Review of Sociology* 40: 77-103.

JULY 27: VIOLENCE AND INEQUALITY

Muggah, Robert. 2012. *Researching the Urban Dilemma: Urbanization, Poverty and Violence*. IDRC Canada. *Read Executive Summary and Introduction*.

Jensen, Staffen. 2010. "The security and development nexus in Cape Town: war on gangs, counter-insurgency and citizenship," *Security Dialogue* 41: 77-97.

*de Sá, Karen et al. "Dubious Arrests, Damages Lives: How Shelters Criminalize Hundreds of Children." *San Francisco Chronicle*.

* Elliot, Andrea. "Invisible Child." New York Times.

* PHOTO ESSAY. "Where Children Sleep." By James Mollison.

JULY 29: VIOLENCE AND GENDER

Cohen, Dara Kay. 2013. "Explaining Rape During Civil War: Cross-National Evidence (1980–2009)." *American Political Science Review* 107(3): 461-477.

Ferrales, Gabrielle, Hollie Nyseth Brehm, and Suzy McElrath. 2016. "Gender-Based Violence Against Men and Boys in Darfur: What is Gendered About Genocide?" *Gender & Society* 30(4): 565-589.

*Highway of tears symposium recommendation report, 2006.

*Bellrichard, Chantelle. "'We haven't done enough:' grief along the Highway of Tears 1 year after MMIWG inquiry hearings." CBC News.

Optional, for more background and theory: Rose McDermott, "Sex and Death: Gender Differences in Aggression and Motivation for Violence." International Organization.

Optional, very interesting: Carlson, Jennifer. 2015. "Mourning Mayberry: Guns, masculinity, and socioeconomic decline." *Gender & Society* 29 (3).

AUGUST 3: Civic Holiday; University closed

AUGUST 5: MIGRATION AND PRECARITY

de Leon, Jason. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Excerpts.

Thomas Ordóñez . 2008. "The state of confusion : Reflections on Central American asylum seekers in the Bay Area." *Ethnography* 2008 9: 35

*Goldstone, Brian. 2019. "3 kids. 2 paychecks. No home." *The California Sunday Magazine*.

Optional, very interesting: Didier Fassin and Estelle D'Halluin. 2005. "The Truth from the Body: Medical certificates as Ultimate Evidence for Asylum Seekers." *American Anthropologist* 107 (4): 597-608.

Optional, for further background: Betts, Alexander. 2010. "Survival Migration: A New Protection Framework." *Global Governance* 16: 361-382.

Optional, for further background: Zetter, Roger. 2007. "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization." *Journal of Refugee Studies* 20(2): 172-192.

Optional, as alternative to de Leon: Seth Holmes. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press. Read "Introduction: Worth Risking our Lives?"

AUGUST 10: POLICING AND INCARCERATION

Auyero, Javier, Agustín Burbano de Lara, and María Fernanda Berti. 2014. "Violence and the State at the Urban Margins." *Journal of Contemporary Ethnography* 43:94-116.

Stuart, Forrest. Down, Out, and Under Arrest: Policing and Everyday Life in Skid Row. Excerpts.

Fassin, Didier. 2013. Enforcing Order: An Ethnography of Urban Policing. Excerpts.

*PHOTO ESSAY Dorothea Lange's Censored Photographs of FDR's Japanese Concentration Camps.

AUGUST 12: COURTS AND OTHER TRANSITIONAL JUSTICE

Arendt, Hannah. 1963. Eichmann in Jerusalem: A Report on the Banality of Evil. Excerpts.

Branch, Adam. 2011. "The ICC and Human Rights Enforcement." Pp. 179-215 in *Displacing Human Rights: War and Intervention in Northern Uganda*. Oxford Univ. Press.

*Ignatieff, Michael. 1997. "Digging up the Dead." *New Yorker*, 73(34), 84.

AUGUST 17: OTHER WAYS TO MANAGE VIOLENCE

Rozema, Ralph. 2008. "Urban DDR-Processes: Paramilitaries and Criminal Networks in Medellín, Colombia." *Journal of Latin American Studies* 40: 423-52

Cockayne, James. 2013. "Chasing Shadows: Strategic Responses to Organised Crime in Conflict-Affected Situations." *RUSI Journal* 158(2):10-24.

Isaacs, A. (2010). "At War with the Past? The Politics of Truth Seeking in Guatemala." *International Journal of Transitional Justice*, 4(2), 251-274.