



Social Issues Seminar: **Violence & terror**

Anthony F. Lemieux

Purchase College, State University of New York
Fall 2007

ANT2140.45 / PSY2140.45

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Tu/Fr 12:30-2:10

NS 1001

Professor Anthony F. Lemieux

Readings: Course readings are noted on the syllabus for each week, and will be available on Blackboard.

Requirement: A 'Clicker' for the class. The Join-In System by Turning Technologies will be used throughout the semester for attendance, quizzing, class participation, etc. These are available at the Campus Bookstore.

Course Objectives: Violence and terror are widespread, and have many causes and consequences. In this course, we will examine different forms of violence, through lecture, discussion, and media. The goal of the course is to provide students with a background on how violence and terrorism can be approached as areas of study, to expose students to a diverse range of sources, perspectives, and topics relating to violence and terror, and to encourage a critical analysis and examination of pressing issues.

Office hours: Tuesdays & Wednesdays, 9:00-10:30AM or by appointment, NS2045

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Course requirements and important dates:

- Mid-term exam (Friday, October 12). The mid-term constitutes 30% of final grade.
- Term paper - Integrating class content and films (5-7 pages; due dates for topic 1: Friday, October 5. For topic: Tuesday, November, 27). The paper constitutes 15% of the final grade. (note – you have the option of doing either of these papers).
- Final exam (Tuesday, December 18; 12-2:30). The final exam constitutes 30% of final grade.
- Attendance, Preparation, & Participation (reading, thinking, feeling, questioning, observing). 25% of final grade.

Attendance & etiquette:

- Attendance is required, and will be taken at the start of class (sometimes at the end as well; do not leave early).
- Turn off cell phones and pagers. Please turn off cell phones and pagers. I realize that everyone can have a lapse in remembering to set it to silent (not vibrate, which also produces a distraction) once in a while, but under no circumstances should your phone ring / vibrate more than once. Do not look to see who is calling if it rings. Just shut it off as quickly as possible, and make sure it never happens again.
- Eating during class is a distraction, don't do it.

Students with disabilities:

I encourage students with disabilities to let me know as soon as possible during the semester what, if any, special accommodations they will need. After-the-fact accommodations will not be possible. All students requesting accommodation for disabilities need to provide documentation from the Office of Students with Disabilities. This office is located in the Counseling Center, in the basement of Humanities (Room 0012). Call Ronnie Mait, who directs the office, at (914) 251-6035, or call the Counseling Center, (914) 251-6390. They are happy to answer questions. For more information, go to <http://www.purchase.edu/studaff/specialstudentservices>.

Plagiarism & cheating: Don't do it. Information is included on the last page of this syllabus. Specific policies are detailed at <http://www.purchase.edu/Policies/academicintegrity.aspx>.

Outline of Class Content & Schedule: Important dates are highlighted

Date	Topic	<i>All reading must be completed <u>before</u> class</i>
		Readings
Fr. Sep 7	Course introduction; Registering for & using BlackBoard; 'Clickers'	
Tu. Sep 11	Psychological perspectives on aggression, violence, & terror	A. Marsella. Reflections on International Terrorism: Issues, Concepts, and Directions. (Understanding Terrorism; Ch.1, pp. 11- 47). E. Staub. The Origins of Hostility and Aggression. (In <i>The Psychology of Good and Evil</i> : Ch.12, pp. 199-211). Lemieux, A. (2006). Social psychological approaches to understanding terrorism: Toward and interdisciplinary perspective. <i>Journal of Security Education</i> , 1, 75-83.
Fr. Sep 14	Psychological perspectives on aggression, violence, & terror; Interpersonal and intergroup approaches	Hewstone, M. & Cairns, E. Social Psychology and Intergroup Conflict (In <i>Ethnopolitical Warfare</i> : Ch.20, pp. 319-342). BLACKBOARD McCauley, C. The Psychology of Group Identification and the Power of Ethnic Nationalism. (In <i>Ethnopolitical Warfare</i> : Ch.21, pp.343-362). Geen, R. (1998). Aggression and antisocial behavior. In D. Gilbert et al. (Eds.) <i>The handbook of social psychology</i> , pp. 330-333, 339- 347.
Tu. Sep 18	Hate	Opatow, S. (2005). Hate, conflict, and moral exclusion. In R. Sternberg (Ed.). <i>The psychology of hate, Chapter 7</i> , pp. 121-153. Berkowitz, L. (2005). On hate and its determinants: Some affective and cognitive influences. In R. Sternberg (Ed.). <i>The psychology of hate, Chapter 8</i> , pp. 155-183.
Fr. Sep 21	Killing	Grossman, D. (1995). <i>On killing</i> . Section IV: Anatomy of a Killing. p. 141-192.
Tu. Sep 25	Film: <i>American History X</i>	
Fr. Sep 28	Conclusion of <i>American History X</i> & Discussion	Baumeister, R. & Butz D. A. (2005). Roots of hate, violence, and evil. In R. Sternberg (Ed.). <i>The psychology of hate, Chapter 5</i> , pp. 87-102.
Tu. Oct 2	Structural violence Guest: (Dr. Rex McKenzie)	Paul Farmer. On Suffering and Structural Violence: A View From Below (<i>VIWAP</i> ; pp. 281-289).
Fr. Oct 5 (Term Paper Due)	Film: <i>Life & Debt</i>	
Tu. Oct 9	Structural violence & poverty	P. Uvin. The Condition of Structural Violence (pp. 103-108) & From Structural to Acute Violence (pp. 109-140), In <i>Aiding Violence: The Development Enterprise in Rwanda</i> . Lemieux & Pratto. Poverty and Prejudice. (In <i>Poverty and Psychology</i> , pp.147-161).
Fr. Oct 12 Mid-Term Exam	EXAM	
Tu. Oct 16	Precursors to racial and ethnic violence	Stanley Milgram. Behavioral Study of Obedience (In <i>VIWAP</i> , pp. 145-149). P. Glick. Sacrificial lambs dressed in wolves clothing: Envious prejudice, ideology, and the scapegoating of the Jews. (In <i>Understanding Genocide</i> : Ch. 1., pp. 113-143). Jones, A. (2006). <i>Genocide: A comprehensive introduction</i> . Chapters 10 (Psychological Perspectives; p.261-287) & 11 (The sociology and anthropology of genocide; 288-306).

Fr. Oct 19	Racial and ethnic violence: Genocide	E. Staub. Understanding and responding to group violence: Genocide, terrorism, and mass killing. In <i>UT</i> (Ch. 7, pp. 151-168). Philip Gourevitch. We Wish to Tell You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda (In <i>VIWAP</i> , pp. 136-142). Jones, A. (2006). <i>Genocide: A comprehensive introduction</i> . Chapter 9 (Holocaust in Rwanda; p 232-257). Uvin. Table 4.1 (In <i>Aiding Violence: The Development Enterprise in Rwanda</i> : p.70-81).
Tu. Oct 23	Genocide in Namibia (Dr. Dana-Ain Davis)	Robert J. Gordon. From The Bushman Myth: The Making of a Namibian Underclass (In <i>VIWAP</i> , pp. 74-76). Jones, A. (2006). <i>Genocide: A comprehensive introduction</i> . p 80-81.
Fr. Oct 26	Film: <i>Ghosts of Rwanda</i>	
Tu. Oct 30	Conclusion: <i>Ghosts of Rwanda</i> , Discussion	E. Staub & L. Pearlman. Healing, reconciliation, and forgiving after genocide and other collective violence. (In <i>The Psychology of Good and Evil</i> : Ch. 36, pp. 432-450). Jones, A. (2006). <i>Genocide: A comprehensive introduction</i> . Chapter 16 (Strategies of intervention and prevention; p 388-409.)
Fr. Nov 2	Political violence and terrorism: What makes a terrorist?	F. Moghaddam. Cultural preconditions for potential terrorist groups: Terrorism and societal change. (Understanding Terrorism; Ch. 5, pp. 103-120). D. Taylor & W. Lewis. Terrorism and the quest for identity. (Understanding Terrorism Ch. 8, pp.169-185).
Tu. Nov 6	Roots and motivation of terror Guest: (Dr. Jarret Brachman)	tbd
Fr. Nov 9	Political violence and terrorism	Pratto, Lemieux, Glasford, & Henry (2003) American and Lebanese College Students Responses to the Events of September 11 th 2001. (pp.13-35).
Tu. Nov 13	Political violence and terrorism	tbd
Wed. Nov 14 6:30pm, NS 1001	NSS Lecture Series: Fighting international terror through law enforcement, Jeffrey Breinholt	
Fr. Nov 16	Film: <i>Battle of Algiers</i>	
Tu. Nov 20	Conclusion: <i>Battle of Algiers</i> , Discussion	tbd
Fr. Nov 23 NO CLASS	<i>Thanksgiving Break</i>	
Tu. Nov 27 (Term Paper Due)	Political violence and terrorism: Child Soldiers	P. W. Singer. How children are recruited into war. (In <i>Children at War</i> : Ch 4, p. 57-69), Turning a child into a soldier. (In <i>Children at War</i> : Ch 5, p.70-93), & The new children of terror. (In <i>Children at War</i> : Ch. 7, p.116-131).
Fr. Nov 30	Film: <i>Soldier Child</i> , Discussion	
Tu. Dec 4	The role of propaganda in violence and terror	<i>Herf, Dr. Seuss, Pratkanis, MEMRI</i>
Fr. Dec 7	Future Directions: The role of PMCs in addressing Violence and Terror Film – <i>Iraq for Sale</i>	Scahill, J. (2007). <i>Blackwater: The rise of the world's most powerful mercenary army</i> . Chapter 19. 'the knights of the round table,' p. 341-382. Pelton, R. Y. (2006). Licensed to Kill: Hired guns in the war on terror. Chapter 11. 'The lord and the prince,' p 284-301.
Tu. Dec 11	Topic TBD.	
Fr. Dec 14	Discussion & Review: Course themes	
Tu. Dec 18 Final Exam	Final Exam; 12-2:30	

Any changes to (or deviations from) this schedule will be addressed during class

Term Paper

Due Dates:

If you choose Paper 1 (Integrating American History X and class content) it is due Friday, October 5

If you choose Paper 2 (Integrating Battle of Algiers and class content) it is due Tuesday, November 27

This reaction paper constitutes 15% of the final grade

Absolutely no late papers will be accepted.

Basic description:

You will be responsible for completing the reaction paper and doing any additional reading that will help you write a more informed and cohesive 5-7 page paper. In order to successfully write these papers, you will need to have read all of the assigned readings and texts. This is a good thing – in addition to helping you write a good paper, it will give you a head start in preparing for the exams.

PAPER 1 should relate readings and class content and write a reaction to the film *American History X*.

PAPER 2 should relate readings and class content and write a reaction to the film *Battle of Algiers*.

The not-so-fine print:

I am interested in reading thoughtful and well-written papers. This is a chance for you to show your hard work and motivation, and is meant as a precursor to help you write your final paper. Approach this as a serious task, because this paper constitutes an important part of your final grade (15%).

What your paper should contain:

- 1.) You should address all of the questions for each topic (on the next page...) in your paper.
- 2.) You can (*and should*) use additional sources to answer the questions posed in the assignment.
- 3.) Include all links to websites that you reference in your paper. You will also need to provide proper citation for any additional sources that you cite.
- 4.) Include citations and a reference section that conforms to APA style. Check APA Manual (5th Edition) to get this right! For example, in addition to using the APA manual itself (which I highly recommend), you can access some formatting guidelines at http://www.english.uiuc.edu/cws/wworkshop/writer_resources/citation_styles/apa/apa.htm
<http://www.apastyle.org/electref.html>
and writing / style guidelines at http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

PAPER 1: American History X

Questions to consider as you write your papers:

1. In class and in your readings, precursors to violence and terror were discussed. Link these to the examples in the film.
2. Models for aggressive behavior (e.g., frustration / aggression), and how aggression develops (e.g., social learning, family environment) were discussed in both the readings and in class. Apply these to what you saw in the film. What can they explain? What are the models not able to explain?
3. What factors led to the formation of the groups portrayed in the film? What factors sustained the groups?
4. What role did prejudice play? What might help to explain how prejudice developed among group members in the first place? How was it sustained?
5. What groups were portrayed as 'in conflict'? How was that expressed? And what was the conflict about?

PAPER 2: Battle of Algiers

Questions to consider as you write your papers:

1. In class and in your readings, precursors to violence and terror were discussed. Link these to the examples in the film.
2. Was it terrorism? Why? Why not?
3. What factors led to the formation of the groups portrayed in the film? What factors sustained the groups?
4. What role did prejudice play? What might help to explain how prejudice developed among group members in the first place? How was it sustained?
5. What groups were portrayed as 'in conflict'? How was that expressed? And what was the conflict about?

III. Community Standards of Conduct

The following presents the standards of conduct expected of students. A range of sanctions has been authorized for each type of violation. Aggravated, repeated or multiple violations may result in more serious sanctions than those indicated for a violation of a single standard of conduct. A more detailed description of each of the sanctions is found in Part.IV.C.

A. Standards Relative to Academic Integrity

Purchase College believes that academic integrity is fundamental to the teaching, learning, and creative processes. Ethical behavior is the cornerstone of an academic and artistic community. Faculty members and professional staff are held equally to this standard in their work. Allegations of violations are handled through procedures outlined in the applicable collective bargaining agreement. All forms of academic dishonesty are considered serious violations of the student code of conduct. The following is a list of some, but not all, types of prohibited behavior.

1. Cheating on examinations and assignments, including:
 - o Copying from another student
 - o Allowing another student to copy from you
 - o Using or attempting to use study aids, devices, "cheat sheets," or other materials not expressly authorized by the professor
 - o Unauthorized collaboration with another individual on take-home assignments or examinations
 - o Buying, acquiring without permission, or selling copies of an examination.
It is the student's responsibility to clarify with the professor what constitutes acceptable use of test aides or collaboration.
2. Plagiarism
Plagiarism is the appropriation or imitation of the language, ideas, and/or thoughts of another person and the representation of them as one's own original work. It includes:
 - o Buying or downloading papers or works and submitting them as one's own.
 - o Copying sections of books or articles in one's paper without proper citation.
 - o "Copying and pasting" from online sources without proper citation.
 - o Failing to properly cite quotations or ideas taken from external sources.
 - o Using false citations or fabricating sources.
 - o Receiving unauthorized assistance from another person on a written or creative project.
 - o Self-plagiarism (submitting the same work for more than one course without permission of the instructor).
Students are responsible for familiarizing themselves with the definition of plagiarism and the acceptable methods of attribution.
3. Submitting falsified data on lab work or research projects.
4. Giving or offering inducements to professors for the purpose of affecting grades.
5. Stealing, altering, or destroying the academic work of another student.

Violation of any of the above may lead to formal disciplinary action and assignment of the following sanctions:

- *Minimum Sanction: Failing grade on the assignment or examination*
- *Maximum Sanction: Expulsion*
- *Recommended Sanction (First Offense): Permanent failing grade for the course*
- *Recommended Sanction (Second Offense): Expulsion*