

Philosophy of Violence (updated 9/1/2013)  
(Philosophy 2240.01/Peace Studies 2750.01)

Fall 2013

Dr. Kristen Brown Golden

Time: T/Th 1:00-2:15; we may periodically use the 4<sup>th</sup> hour, T/Th 2:15-2:40 and you will be given advance notice.

Place: Christian Center 24

Office Hours: Monday 3-4 and Th 2:30-4 and by appointment

Email: goldekb

Office: CC 20

**COURSE DESCRIPTION:** This course looks at issues of violence that have traditionally been hard for people to pay attention to because of their horrific nature. We focus on the politics and physiology of torture, the machines and structures of war, the inflammatory writings of sexual deviant Sade, and the forgotten history of what is today called “trauma.” Two populations that emerge for our studies are male survivors with combat trauma and female survivors of rape and domestic abuse.

**COURSE GOALS:** To understand some modern and contemporary approaches to defining key concepts: war, torture, trauma, freedom, libertinism, human nature.

**COURSE OBJECTIVES:** To explore several competing explanatory models of human physical violence; to explore similarities in aftermaths for male survivors of combat trauma and female survivors of rape trauma; to develop an awareness of contemporary debates surrounding the key concepts; to develop student ability to conduct research on the key concepts; to improve student ability to think, speak and write analytically.

**COURSE OUTCOMES:** Students shall be able to: identify arguments implicitly related to the key concepts; discuss viewpoints related to the key concepts from a critically informed position; locate terrain of primary and secondary sources in modern and contemporary philosophy of violence; construct pertinent conversations about the key concepts from opposed perspectives; speak in depth about ideas presented in oral presentations of their analytical research paper.

**TEXTS TO PURCHASE:**

*The Body in Pain*, Elaine Scarry (BP)

*Justine, Philosophy in the Bedroom, and Other Writings*, Marquis de Sade (PB)

*Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Violence*, Judith Lewis Herman (TR)  
*On the Genealogy of Morals*, Friedrich Nietzsche (GM)  
*Course Reader*, Kristen Brown Golden (CR)

COURSE ASSESSMENT METHODS (GRADING): criteria for grades will be adapted from a grading rubric that the Philosophy Department adopted for the 2011-2012 school year. The rubric articulates standards we have already been using, but it specifies them uniformly in one place that students and department faculty can consult.

Below is a breakdown of assignments, tests and papers and their relative weight in determining your course grade.

Paper #1 4-6 pages w/ rewrite option	15%
Paper #2 4-6 pages	15%
Paper #3 7-10 pages w/ rewrite	20%
Oral Presentation of Paper #3	5%
Paper #4, Takehome Final Exam	20%
Reading Quizzes	10%
Participation, Homework, Student Presentations	15%

READING QUIZZES: About every two weeks you will be given 20 minutes at the beginning of class to write briefly on a question or series of questions. The questions will test significant themes of the materials of all class meetings since the previous reading quiz. It will bridge them with the reading assignment to be discussed that day. The quizzes are open book, open note. But time is an issue. To do well, students will need to have read, studied and reflected on the material and key themes.

ANALYTICAL RESEARCH PAPER (Paper #3): This is a seven-to-ten page paper on a topic involving in a substantive way at least three sources, one of which must be a course text and one must be an outside source. The topic is to be chosen by you in consultation with and approval of the instructor. Your paper may not recycle themes from previous papers. There will be opportunity for rewriting and guidance from the instructor.

ORAL PRESENTATION OF PAPER #3: during the last week of class each student will give an oral presentation of their findings in Paper #3. While speaking in public can be scary, it can also be fun and a great opportunity for you and your class peers to get to know each other and one another's philosophical ideas. This

assignment is as much about nurturing and taking advantage of our classroom community as honing oral speaking skills. You will be evaluated not only on your presentation and Q&A, but also on the quality of your discussion with the other presenters.

**PARTICIPATION:** In addition to coming to class prepared and ready to discuss or raise questions about the material, you will be asked to present the course material twice during the semester.

**STUDENT PRESENTATIONS:** Days well-suited for student presentations are marked with an \* in the schedule. Once in the semester, you (or you and a partner) will introduce the course material for about 12-15 minutes (one person), or 20-30 minutes (two people). Your task is to facilitate student inquiry and dialogue of the assigned reading. I know this can be scary, but if you plan ahead and are creative, you will do fine, and it is a *fantastic* way to learn philosophy! Feel free to use any approach that seems workable. Be as creative as you like! The only criterion is that you include *at least* one opportunity for students to get involved. This could be in the form of asking students questions, giving students a topic to free-write on, having students comment on a passage etc.

You and your partner are responsible for arranging to meet with me a day or two prior to your presentation to review your plan.

#### **REQUIRED HOMEWORK:**

You may sometimes have homework about the reading. It could involve answering a set of questions, writing a short reflection paper or attending, and writing about, a public lecture. The purpose of these assignments is to help you understand the course material and to assist you in formulating questions which will be used to generate class discussions.

**ATTENDANCE:** Students are permitted **THREE** absences; accruing additional absences may lower your grade one percentage point (from 100 to 99), for each additional absence. Please know that with **SIX** absences you are in danger of failing the class.

**LATE PAPERS:** Late papers will be docked one third a letter grade for every class day they are late. If you know well in advance that a deadline will not work for you, I'm more than happy to work out your own due date. A few days before the paper due date is too late to ask for an extension.

**INCOMPLETE POLICY:** Incompletes are given ONLY if the student is unable to complete the course requirements because of circumstances beyond their control, such as emergency medical problems. In such circumstances, students will be required to sign a contract specifying what they must do to complete the course. Failure to comply with the requirements of the contract will result in an F for the class.

Note: As a matter of general college policy, I-grades automatically convert to F-grades one full semester after the course ends unless changed to a regular grade.

**WITHDRAWAL POLICY:** If you cannot follow course policies or you find yourself doing poorly, you may wish to withdraw from the class. I freely give permission to withdraw regardless of reason. You don't have to justify anything. Keep in mind, however, the college's withdrawal deadlines (September 4 for no grade, October 31 for a W grade).

**DISABILITY POLICY:** If you require accommodations related to a disability or learning difference, please contact Patrick Cooper to register for disability services. You can reach him via e-mail at [coopeap@millsaps.edu](mailto:coopeap@millsaps.edu) or by calling extension 1228. Accommodations will not be granted until a meeting with Patrick has taken place, each semester, and letters have been received by your instructor.

## **ACADEMIC HONOR CODE of MILLSAPS COLLEGE**

Millsaps College is an academic community dedicated to the pursuit of scholarly inquiry and intellectual growth. The foundation of this community is a spirit of personal honesty and mutual trust. Through their Honor Code, the students of Millsaps College affirm their adherence to these basic ethical principles.

An Honor Code is not simply a set of rules and procedures governing students' academic conduct. It is an opportunity to put personal responsibility and integrity into action. When students agree to abide by an Honor Code, they liberate themselves to pursue their academic goals in an atmosphere of mutual confidence and respect.

The success of the Code depends on the support of each member of the community. Students and faculty alike commit themselves in their work to the principles of academic honesty. When they become aware of infractions, both

students and faculty are obligated to report them to the Honor Council, which is responsible for enforcement.

The pledge signed by all students upon entering the College is as follows:

**As a Millsaps College student, I hereby affirm that I understand the Honor Code and am aware of its implications and of my responsibility to the Code. In the interests of expanding the atmosphere of respect and trust in the College, I promise to uphold the Honor Code and I will not tolerate dishonest behavior in myself or in others.**

Each examination, quiz, or other assignment that is to be graded will carry the written pledge: **“I hereby certify that I have neither given nor received unauthorized aid on this assignment. (Signature).”** The abbreviation “Pledged” followed by the student’s signature has the same meaning and may be acceptable on assignments other than final examinations.

It is the responsibility of students and faculty to report offenses to the Honor Code Council in the form of a written report. This account must be signed, the accusation explained in as much detail as possible, and submitted to the Dean of the College.

### **The Honor Council, 2013-2014**

Students:

Daniella Rossano, Chair  
Sarah Peterman, Vice-Chair  
Rebecca Foreman, Sergeant-at-Arms  
Merrit Corrigan  
Konstantin Baizat

Faculty:

Dr. Brent E. Hendrixson, Faculty Chair  
Dr. Ted Ammon  
Dr. Bill Brister

Four graduate student positions, one sophomore position, and two non-voting freshman positions will be filled at the beginning of the fall term.

**PLAGIARISM:** Plagiarism happens when someone puts forth someone else’s idea, phrasing or argument as if it were their own. Describing plagiarism is simple, knowing how and when to reference parts of your writing to avoid it can be difficult. If you have a question about plagiarism, please don’t hesitate to ask me.

SCHEDULE  
(tentative)

- T Aug 27 Introduction to the course  
•Index cards: “Your worlds”
- Th Aug 29 Elaine Scarry, *The Body in Pain* (henceforth BP) 3-23  
Sign-ups for student-led presentations. The classes listed below with an asterisk (\*) in front of them are days pairs of students will introduce the materials. Before coming to class today look over your schedule so you have an idea of which days you would prefer to present the material.
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- T Sep 3 READING QUIZ; BP 27-59  
Cf *Marathon Man*  
ASSIGNED: Paper #1
- Th Sep 5 \*BP 60-75 AND P.W. Singer, “Changing the Experience of War and the Warrior,” in *Course Reader* (henceforth CR).
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- T Sep 10 \*108-121; 139-144 AND Jane Mayer, “The Predator War” (CR)
- Th Sep 12 BP 161-180  
DUE: Paper #1
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- T Sep 17 READING QUIZ; BP 181-185; 278-307 (today’s reading is difficult to grasp without some introduction. If you should find a question about it on the quiz, you shall do fine if you can fluently write about what you get, and what you don’t get and why.)
- Th Sep 19 \*BP 307-326  
REMINDER: optional Rewrite Paper #1 with first version attached is due Monday.
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T Sep 24 Marquis de Sade, *Philosophy in the Bedroom* (henceforth PB) xi-xxii; 179-265  
DUE: optional Rewrite Paper #1 with first version attached.

Th Sep 26 \*PB 266-307, includes initial part of the Pamphlet “Yet Another Effort Frenchman, If You Would Become Republicans.”  
ASSIGNED: Paper #2

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T Oct. 1 READING QUIZ; PB 307-324; 349-367 (includes middle of “Yet Another Effort Frenchman, If You Would Become Republicans”)

Th Oct 3 Judith Herman, *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror* (henceforth TR) 1-32.

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T Oct 8 \*TR 33-50  
Due: Paper #2

Th Oct 10 TR 51-73  
ASSIGNED: Paper #3 Analytical Research Paper, 7-10 pages.  
Ideally during the next week, and not later than October 19, you are to decide upon a topic for your Analytical Paper in consultation with me via email. Be sure to think through your choice carefully keeping in mind that you will present an oral report on this paper the last week of class.

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T Oct 15 FALL BREAK

Th Oct 17 \*TR 74-114

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T Oct 22 READING QUIZ; TR 115-154

Th Oct 24 TR 175-213  
DUE: your topics for Analytical Paper #3 in consultation with me by email.

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- T Oct 29 \*Charles Scott, "Trauma's Presentation" (CR) AND I. Dobbs-Weinstein "Trauma and the Impossibility of Experience" (CR)  
RECEIVE: Homework Questions for Nietzsche readings
- Th Oct 31 Friedrich Nietzsche, *On the Genealogy of Morals* (henceforth GM),  
" 'Good' and 'Evil,' 'Good' and 'Bad' " 24-56  
DUE: Homework responses for pp 24-56
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- T Nov 5 READING QUIZ; GM "'Guilt,' 'Bad Conscience,' and the Like,'" 57-76  
DUE: Homework Responses for pp 57-76
- Th Nov 7 GM "'Guilt,' 'Bad Conscience,' and the Like,'" 76-96 AND "What is the Meaning of Ascetic Ideals" pp 97-109  
DUE: Homework Responses for pp 76-96 AND for pp 97-109  
DUE: Paper #3, Analytical Research Paper *underneath* my office door, CC 20, any time today.
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- T Nov 12 GM "What Is the Meaning of Ascetic Ideals?" 110-163  
DUE: Homework Responses for pp 110-163
- Th Nov 14 Steve Fainaru, *Big Boy Rules: America's Mercenaries Fighting in Iraq* (CR)
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- T Nov 19 READING QUIZ; Discuss and Schedule Oral Presentations  
Steve Fainaru (continue discussing), *Big Boy Rules: America's Mercenaries Fighting in Iraq* (CR)
- Th Nov 21 Synthesis Day
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- T Nov 26 Oral Presentations
- Th Nov 28 Thanksgiving Break
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- M Dec 2 REQUIRED EVENT "Legacy of Paul Ramsey: 100<sup>th</sup> Birthday"



Celebration” Paul Ramsey was an influential Just War Theorist, Christian Ethicist and alumnus of Millsaps College. His book *The Just War: Force and Political Responsibility* came out in 1968 at the height of Vietnam War and was recently republished with a new Forward by Stanley Hauerwas, who links its ideas to recent U.S. conflicts with the Taliban and in Afghanistan. Panelists: Stanley Hauerwas, Jeffrey Stout and Cathleen Kaveny (Exact time of event still uncertain but probably 6:00 pm)

T Dec. 3 Oral Presentations

DUE: Analytical Research Paper #3 Final Version with first version attached.

ASSIGNED: Paper #4 Takehome Final

Th Dec. 5 Oral Presentations

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T Dec. 17 2:00 Oral Presentations

DUE: Paper #4 which is the Takehome Final