



October 5, 2018

Michael Hackett, Chair  
General Education Governance Committee  
Attn: Chelsea Hackett, Program Representative

Dear Chair Hackett and Committee,

Please find our application and related materials attached to this letter for the proposed Cluster course, *Making Sense of Violence*, for the 2019-20 academic year.

Similar to other Clusters, there will be a total of 4 GE units applied to the course. Typically, the format is 1 GE unit for the fall and winter respectively, and 2 in the spring. For our cluster, we would like to propose 3 Society and Culture credits (2 Historical and 1 Social) and 1 Arts and Humanities (Literary and Cultural Analysis). The breakdown by quarter would be as follows:

Fall quarter: HA  
Winter quarter: LCA  
Spring: HA and SA

Please let me know if you or anyone on the committee has any questions regarding the proposal. I can be reached at: [mcbridejg@ucla.edu](mailto:mcbridejg@ucla.edu). Thank you for taking the time to review this submission.

Sincerely,

A handwritten signature in black ink, appearing to read "J. McBride".

Jared McBride PhD  
Lecturer | History Department  
Academic Administrator | UEI  
University of California-Los Angeles

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

Department & Course Number \_\_\_\_\_

Course Title \_\_\_\_\_

Indicate if Seminar and/or Writing II course \_\_\_\_\_

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

**Foundations of Society and Culture**

- Historical Analysis
- Social Analysis

**Foundations of Scientific Inquiry**

- Physical Science   
*With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science   
*With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course?    Yes     No

If yes, please indicate the number of TAs \_\_\_\_\_

4. Indicate when do you anticipate teaching this course over the next three years:

2018-19	Fall Enrollment		Winter Enrollment		Spring Enrollment	
2019-20	Fall Enrollment		Winter Enrollment		Spring Enrollment	
2020-21	Fall Enrollment		Winter Enrollment		Spring Enrollment	

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE?    Yes     No

If yes, provide a brief explanation of what has changed.

Present Number of Units: \_\_\_\_\_

Proposed Number of Units: \_\_\_\_\_

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

Problem-solving

Library & Information  
Literacy

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- 1. Lecture: \_\_\_\_\_ (hours)
- 2. Discussion Section: \_\_\_\_\_ (hours)
- 3. Labs: \_\_\_\_\_ (hours)
- 4. Experiential (service learning, internships, other): \_\_\_\_\_ (hours)
- 5. Field Trips: \_\_\_\_\_ (hours)

**(A) TOTAL Student Contact Per Week**  **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- 1. General Review & Preparation: \_\_\_\_\_ (hours)
- 2. Reading \_\_\_\_\_ (hours)
- 3. Group Projects: \_\_\_\_\_ (hours)
- 4. Preparation for Quizzes & Exams: \_\_\_\_\_ (hours)
- 5. Information Literacy Exercises: \_\_\_\_\_ (hours)
- 6. Written Assignments: \_\_\_\_\_ (hours)
- 7. Research Activity: \_\_\_\_\_ (hours)

**(B) TOTAL Out-of-class time per week**  **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week**  **(HOURS)**

## GENERAL EDUCATION CLUSTER COURSE PROPOSAL

### COURSE TITLE: *Making Sense of Violence*

#### TEACHING TEAM

The interdisciplinary faculty core for fall and winter lectures includes:

- Jared McBride, Ph.D., Department of History and UEI (cluster coordinator)
- Aliza Luft, Ph.D., Department of Sociology (Fall quarter)
- Geoffrey Robinson, Ph.D., Department of History
- Michael Rothberg, Ph.D., Department of English and Department of Comparative Literature
- Guest lectures will be given by UCLA faculty and other members of the Los Angeles professional community who possess special expertise in course topics.
- Teaching Fellows will be drawn from the humanities and social sciences.

#### Affinity Group Members

Grame Blair, Ph.D. (Political Science); Aomar Boum, Ph.D. (Anthropology); Darin Christiansen, Ph.D. (Public Policy); Chad Hazlett, Ph.D. (Political Science); Benjamin Madley, Ph.D. (History); Adam Moore, Ph.D. (Geography); Jessica Peake (Law); Deborah Silverman, Ph.D. (History/Art History); Susan Slyomovics, Ph.D. (Anthropology).

#### A. COURSE DESCRIPTION

##### *Subject and Rationale of the Cluster*

This course explores the causes, dynamics, and consequences of political violence. Political violence has a broad definition and can include anything from extra-legal warfare, ethnic cleansing and genocide, civil war, riots and pogroms, terrorism and state repression, revolution and counter-revolution, and more. As such, political violence is not a modern phenomenon: rather, it has been a part of the human experience from antiquity to the present day. And yet, unique to the modern era has been an effort to understand and reduce political violence through the creation of legal, governmental, non-governmental, and academic institutions. Despite these efforts, the modern era has experienced unprecedented political violence in both scope and breadth. As such, political violence remains a vexing and important problem for governments, communities, and ordinary people worldwide.

Our course will focus primarily on genocide -- what international criminal and human rights lawyer William Schabas calls the “crime of crimes” -- but throughout, we will attend to how genocide intersects with many of the other forms of political violence mentioned above. Our goal is to take an interdisciplinary perspective to examine political violence. We will read theoretical and empirical works from history, comparative literature, sociology, political science,

psychology, and more, and we will also use art, film, literature, diaries, memoirs, and news media to think critically about violent conflict.

### ***Learning Outcomes***

- Define and distinguish various forms of political violence.
- Understand debates and controversies around the antecedents, dynamics, and consequences of political violence.
- Recognize and understand disciplinary and methodological differences in how social sciences, history, and literary and cultural studies approach the question of political violence.
- Gain in-depth knowledge about at least three distinct case studies of violence from different regions of the world.
- Develop familiarity with a variety of research methodologies, including the use of library resources to identify and locate relevant primary and secondary sources.
- Write analytical and research papers in accordance with various disciplinary traditions.

## **B. COURSE ORGANIZATION AND APPROACH**

### 1. Lectures:

The course examines political violence in three phases: the lead up to violence; how violence unfolds and its dynamics; and the aftermath and legacies of violence.

In the first quarter, we will focus on the antecedents and dynamics of violence. To do this, we will consider several examples at close range: the Holocaust, the Rwandan Genocide, and the Genocides in Indonesia and East Timor. Some questions we will address include: *What are the ideological origins of genocide? What is the role of science and the law in enabling violence? What roles do state, religious, and local authorities play in scenarios of violence? Why do ordinary citizens kill their neighbors in genocide? How do people resist violence?* This is just a sample of some of the topics we will explore from multiple disciplinary perspectives.

The second quarter will focus on the consequences of violence for individuals and societies. Here, we will continue to focus on the three case studies, while integrating examples from across the globe when possible to answer questions such as: *How are participants in violence held legally accountable for their crimes? How do victims and witnesses to violence remember their experiences? How do societies commemorate difficult pasts? Why do some people and states deny or repress the facts of violent histories? How have art and literature grappled with the legacies of trauma? How can we intervene in ongoing conflicts or prevent violence in places where it is likely to occur?*

### 2. Case Study Format:

Political violence is a vexing topic that can cover such a wide range of events it is hard to demarcate. Rather than an untenable comprehensive approach to the topic, the course will expose students to some of the most pressing questions about political violence through the lens of three case studies that span the globe and 20th century. As a result, students will gain introductory

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theoretical and methodological knowledge about how scholars in different disciplines think about political violence, in addition to general knowledge about specific conflicts and the times and contexts in which they occurred. Another advantage of the case study format is that when different faculty participate in teaching the course in the future, we will be able to insert their areas of expertise into the existing course format with ease.

As briefly noted above, the examination of the three case studies will follow a temporal arc that spans the two quarters. In the fall, we will begin with a brief introduction to the case studies so students become familiarized with the subject matter before examining the lead up to violence and how violence unfolds in different contexts for the rest of the quarter. In the winter, we will focus on the aftermath of violence through these case studies but also strive to draw on more comparative examples of political violence from around the globe.

As a result of the diverse geographic and temporal focus of the course and the interdisciplinary tools provided to analyze them, students will garner a strong understanding of how to think critically about a range of instances of violence across the globe and in the future be able to apply to these same tools to other contexts of violence.

### 3. Discussion Sections:

Each week students will meet in a section of twenty students for two hours with a Teaching Assistant. The main goal of section work will be to discuss the weekly readings, address concerns and questions about lectures, and work on writing skills. For each lecture on the syllabus, there are specific readings assigned and these readings will be the focus each week in section. The Teaching Assistants will meet with the cluster coordinator each week before section to discuss how to best present and guide classroom discussion regarding these readings. In addition, TAs will play a major role in working on writing skills in the discussion sections. All of the papers have some type of in-class writing exercises, such as peer review, to help students with their assignments.

### 4. Graduate Teaching Assistants:

We expect to begin the cluster with four Teaching Assistants from across the humanities and social sciences. The teaching team will offer potential names of graduate students in their departments who work on related issues of political violence as a way to begin the search for TAs. If this does not fill all of the positions, an open call will be made for other graduate students to apply for the position. Preference will be given to TAs who study some component of political violence in their dissertation work and are prepared to teaching a writing intensive year-long course. A diversity of disciplinary backgrounds in the TA group will make for a stronger course overall and provide for a variety of spring seminar topics. As is protocol for the cluster course, the TAs will take a two quarter training course with the writing center to help them develop their spring seminar syllabi and guide them in teaching writing during the cluster sections.

### 5. Film Series:

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There will be two films shown in the evening each quarter. We will screen both feature length dramas and documentary films. These events will be preceded by a group dinner in the DeNeve dining hall, which will provide an opportunity for students to get to know the faculty and TAs, as well continue discussions from lecture and section in a more relaxed setting. The films, which will relate to various aspects of the course and the case studies covered, will serve to enhance the study of political violence by providing students with an entirely different medium to think about the topic and provide a setting for discussion.

The likely films to be shown will be:

- *Sometimes in April*, dir. Raoul Peck (2005)
- *In Darkness*, dir. by Agnieszka Holland (2011)
- *Justice of Nuremberg*, dir. Stanley Kramer (1959)
- *The Look of Silence*, dir. Joshua Oppenheimer (2014)

#### 6. Roundtable Series:

In addition to the film series, there will be other outside-of-the-classroom events. We would like to hold two roundtable events with faculty from other colleges on campus who can offer an expertise that is not directly covered in the course. For the first event, we would like to hold a roundtable with faculty from the Medical School on the topic of trauma and violence. We have a list of potential faculty members and will reach out to them this coming spring. Ultimately, we would like some type of interactive forum in which students can ask questions and interact with a panel of experts on a medical topic related to violence. We envision a similar approach to the Law School panel in the spring. We hope to build a working relationship with Law faculty who work on similar themes and also with the newly created Promise Institute, which focuses on genocide and law, in the hopes of creating future joint events for our cluster.

#### 7. Undergraduate Course Assistants:

As is common with cluster courses, we will have a undergraduate course assistant. The role of the assistant is to be available to the students and to provide advice and support on how to do well in the course. The student is always someone who has taken a cluster course and done well. For the first iteration of course, we will use a student who has taken a related cluster. We would like our assistant to focus on the writing component of the course when meeting with and mentoring students.

#### 8. The Course Website

The course website will be the information hub of the course. The course website will link lecture topic to lecture summaries, online readings, and streaming video related to any particular subject. Students will be able to review PowerPoint presentations from lecture, access the lab manual, and take customized interactive tutorials. Using the bulletin board, students will also be able to alert their classmates to relevant news articles, to debate social issues, and to extend class discussions. We will be working with the library liaison to make the most of the website and to

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provide helpful links for our students such as important oral history databases or international criminal tribunal trial transcripts specific to the study of violence.

### C. ASSIGNMENTS AND GRADING

*Grades:*

In the fall and winter quarters, students' grades will be based on the following:

- Section participation (fall and winter quarter)
- Response papers (4 in total; fall quarter)
- 3 disciplinary specific papers, 5 pages in length (fall and winter quarter)
- 2 final exams (cumulative to the quarter; fall and winter quarter)

The grading breakdown specific to each quarter is as follows:

FALL GRADE DISTRIBUTION		
<i>Section participation</i>	<b>25%</b>	Attendance is taken; missing more than 3 sections will result in a failing grade for section and affect the course grade.
<i>Response Papers</i>	<b>20%</b>	4 of 5 response papers at 5 percent each.
<i>Social Science Paper</i>	<b>30%</b>	5 page essay.
<i>Final</i>	<b>25%</b>	In-class final during finals week.

GRADE DISTRIBUTION		
<i>Section participation</i>	<b>25%</b>	Attendance is taken; missing more than 3 sections will result in a failing grade for section and affect the course grade.
<i>History Paper</i>	<b>25%</b>	5 page essay.
<i>Social Science Paper</i>	<b>25%</b>	5 page essay.
<i>Final</i>	<b>25%</b>	In-class final during finals week.

The specific breakdown for grading in the spring seminars will be determined by the instructors. However, we envision the research paper writing assignment to represent roughly two-thirds of the overall grade for spring quarter and the other grading components to be seminar participation and the paper presentation making up the other one-third.

*Exams:*

There will be two final exams in the course – one each quarter. The exams will be cumulative to the respective quarter and given in class during finals week. We envision the exams consisting of a variety of writing components ranging from short IDs (one paragraph on the significance and relevance of a particular term, idea, or person covered in the course) to short answer essay questions. The goal of the exam is to test students' knowledge of the material covered in the course over the entire quarter; namely, the concepts and case studies covered in lecture, in



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addition to the readings, which are discussed in section weekly. We note that the final exam is not disproportionately weighed against other grading components as we want to ensure that students who have difficulties with in-class exams are not unfairly disadvantaged. Our grading rubric thus ensures that students are tested on a range of skills: oral/discussion (section); writing (papers); and comprehensive understanding of material (exams).

*Section Participation:*

Integral to the section grade will be attendance. First and foremost, students cannot earn full credit for section unless they are present at each meeting. During section, all students are expected to participate in discussion about the readings and also provide constructive and thoughtful feedback during peer to peer writing exercises that are integrated into section time. Teaching Assistants will have the freedom to guide and direct sections as they see fit so long as key themes and questions related to each week's topics are covered. We expect the TAs to make clear their expectations and grading rubric to the students at the beginning of each quarter.

*Papers and Writing II Credits:*

Over the course of the cluster's three quarters there will be five writing assignments, two in each of the fall and winter quarters, and one during the spring quarter. As is protocol for a cluster course, the writing assignments during the first two quarters will be guided and graded by the Teaching Assistants during their student sessions once a week for two hours, whereas during the spring quarter the writing assignment will take place in seminars taught by both Teaching Assistants and one or two faculty. Also customary is that the TA's will take a pedagogical course with the writing center in the fall and winter quarters to train them on how to teach writing courses and develop their spring seminars.

The goal of the writing assignments in the *Making Sense of Violence* cluster is to expose students to different disciplinary, methodological, and stylistic approaches to thinking about, and explaining, violence. In this cluster, we will emphasize perspectives from history, social science, and literature/humanities. By the end of the year, students should have a working knowledge of how historians, social scientists, and literary scholars engage with the topic of political violence. In particular, they should understand what kind of data they use, the types of questions they ask, the different tools of analysis they use to examine their sources, and the stylistic approaches distinctive to each discipline.

The assignments are organized in such a way as to guide the students from basic to more complex writing tasks throughout the course. For example, in the fall quarter they will be tasked with writing four short one-page responses to course readings. This exercise will give the students an opportunity to get feedback on writing style and analysis on a weekly basis in a controlled environment before taking on any larger assignments. Following the short response essays, the students will then move on to more detailed disciplinary oriented assignments, first on social science in the fall quarter, and then on history and literature in the winter quarter. Each of these assignments will be 5 pages in length and involve significant scaffolding in the form of annotated bibliographies, outlines, and rough drafts that will receive feedback from the TA in addition to peer review in section.

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Finally, during the spring quarter, students will complete a 7 to 8 page research paper. This paper will be a culmination of previous writing throughout the year. While the paper themes will ultimately depend on the seminar that students choose, they will all have the opportunity to engage with one of the disciplinary styles learned so far in the course. They also will be able to bring together various writing skills they have acquired over the previous quarters, such as outlining a paper, writing a clear and cogent thesis, developing an argument, and using primary and secondary sources found in the library.

Beyond the assignments, students will have additional tutelage in the art of writing. Early in the winter quarter, the cluster's assigned library liaison will give a presentation on how to do research in the library and students will have a library assignment related to their history paper. The students will also be exposed to various writing resources online (i.e. Purdue's Owl Writing Guide) and encouraged to discuss them in section.

In term of grading, all papers will be assigned a number grade from 0 to 100. In addition to the specific grading rubric relevant to each assignment listed below, students will be provided with a general writing guide (see attached) that covers in more detail good writing practice and what instructors and teaching assistants will be looking for during the grading process.

#### *General Education Course Credit*

This is a year-long interdisciplinary course that asks students to engage with critical questions about political violence through the lenses of the humanities, history, and social sciences. In the first two quarters, students will study political violence across a temporal arc that looks at the antecedents of political violence, the dynamics of how violence unfolds, and the aftermath of violence. Specifically, in the fall quarter, students will explore the political, economic, and cultural factors that can create an environment for political violence and understand why certain social groups are targeted; the role of institutions and organizations in encouraging or mitigating violence; how and why some people participate in violence while others resist; and what explains both geographic and temporal variation in violence during a conflict. In the winter quarter, students will learn about how political violence ends and how states and communities reckon with violence in its aftermath. Topics addressed will include debates about military and humanitarian intervention; law and transitional justice post-conflict; how victims and other actors remember and forget violence; how writers, artists, and film-makers represent political violence; and finally, how societies respond to and try to prevent future conflicts. Each of these topics will be examined through three case studies of violent conflicts across the globe, while consistently integrating a range of other cases as well. The seminars in the spring quarter will further provide students with the opportunity to focus on particular cases and varied disciplinary approaches in more detail. Writing assignments, lectures, and reading materials will encourage students to think about the similarities and differences in how social scientists, historians, and literary scholars explore these topics.

Accordingly, upon completion of the entire year-long cluster, students will satisfy 4 courses in the following areas of GE — 3 in society and culture (2 for historical analysis and 1 for social

analysis) and 1 in humanities (literary and cultural analysis). Each quarter-long component of the cluster earns 5 units of course credit for a total of 15 units for the year.

## D. COURSE READINGS

We will not require any textbooks for the course. We will require the students to buy only one book (*Maus*) across the two quarters. All of the course readings will be provided on the course website so the students have easy access to them. Our readings are a mixture of both primary and secondary materials, including but not limited to government documents, diaries, testimonials, scholarly public writing, and scholarly academic articles.

### *First Quarter*

- Giorgio Agamben, “What is a Camp?,” p.37-45.
- Benedict Anderson, ed., *Violence and the State in Suharto’s Indonesia* (2001), Introduction.
- Theogene Bangwanubusa, “Understanding the Polarization of Responses to Genocidal Violence in Rwanda,” (2009).
- Doris Bergen, *War and Genocide*, Chaps. 1-3.
- Marie Berry, “On the ‘Politics of Naming’ and The Genocide Debate,” *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (2018), p.22-26.
- Marie Berry, “Historical Roots of Mass Violence in Rwanda,” *War, Women, and Power* (2018), p.31-52.
- Hollie Nyseth Brehm, “Subnational Determinants of Killing in Rwanda,” *Criminology* 55, no.1 (2017): 5-31.
- Christopher Browning, “The Nazi Empire,” *Oxford Handbook of Genocide Studies* (2010), p.407-425.
- Christopher Browning, “One Day in Jozefow: Initiation to Mass Murder,” *Lessons and Legacies* (1991), p.196-209.
- Robert Cribb, “Unresolved Problems of the Indonesian Killings of 1965-66,” *Asian Survey* 42, no.4 (2002): 550-63.
- Mark Curtis, “Democratic Genocide,” *The Ecologist* 26, no. 5 (Sept/Oct 1996).
- Alison des Forges, *Leave None to Tell the Story: Genocide in Rwanda* (Excerpts TBA).
- Diaries, poetry, and other documents from the Oneg Shabbat Archive in the Warsaw Ghetto.
- Charlotte Delbo, *Auschwitz and After*, p.3-16.
- W.E.B. DuBois, “The Negro and the Warsaw Ghetto” (1952), p.14-15.
- Lee Ann Fujii, “Violence and Identity in Historical Perspective,” *Killing Neighbors: Webs of Violence in Rwanda* (2009), p.49-76.
- Human Rights Watch, “Report of the International Commission of Investigation on Human Rights Violations in Rwanda,” March 1, 1993.
- Heinrich Himmler Speech to SS Group Leaders in Posen, occupied Poland, October 4, 1943 (audio and written).

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- Marion Kaplan, “Jewish Women in Nazi Germany: Daily Life, Daily Struggles, 1933-1939,” *Feminist Studies* 16, no.3 (1990): 579-606.
- Victor Klemperer, *I Will Bear Witness* (Diary selections TBA).
- Raphael Lemkin, “Genocide: A Modern Crime,” *Free World*, Vol. 4 (April, 1945), p.39-43. Available at: <http://www.preventgenocide.org/lemkin/freeworld1945.htm>
- Primo Levi, *The Drowned and the Saved*, p.25-32.
- Aliza Luft, “Towards a Dynamic Theory of Action at the Micro-Level of Genocide: Killing, Desistance, and Saving in the 1994 Rwandan Genocide,” *Sociological Theory* (2015), p.149-151 (only).
- Aliza Luft, “Once a Killer, Always a Killer?,” *Washington Post* (2015).
- Mahmood Mamdani, “The Racialization of Hutu/Tutsi Difference under Colonialism,” *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (2001), p.76-103.
- Wilhelm Marr, “The Victory of Judaism over Germandom” (Selection).
- *The Nuremberg Laws* (Selections)
- Diane Orentlicher, “Genocide,” in Roy Gutman, David Rieff and Anthony Dworkin, eds. *Crimes of War 2.0: What The Public Should Know* (2007), p.191-195.
- Eyal Press, *Beautiful Souls: Saying No, Breaking Ranks, and Heeding the Voice of Conscience in Dark Times and Absolute Convictions* (TBA).
- Geoffrey Robinson, *The Killing Season: A History of the Indonesian Massacres, 1965-66* (2018).
- Moh. Sjoekoer, “Death,” in Harry Aveling, trans. *Gestapu: Indonesian Short Stories on the Abortive Coup of 30th September 1965* (1975), p.23-26.
- Scott Straus, “Background to the Genocide,” *Order of Genocide: Race, Power, and War in Rwanda* (2006), p.17-33.
- Scott Straus, “Why Perpetrators Say They Committed Genocide,” *The Order of Genocide: Race, Power, and War in Rwanda* (2006), p.122-153.
- Hermawan Sulistiyo, *The Forgotten Years: The Missing History of Indonesia’s Mass Slaughter* (1997), p.247-262.
- Telegram (1628) from the US Embassy in Indonesia to the Department of State, December 2, 1965. *Foreign Relations of the United States, 1964–1968, Volume XXVI*: <https://history.state.gov/historicaldocuments/frus1964-68v26/d179>
- *United Nations Convention on the Prevention and Punishment of the Crime of Genocide*, December 9, 1948. Available at: [www.hrweb.org/legal/genocide.html](http://www.hrweb.org/legal/genocide.html)
- Elie Wiesel, *Night*, p.29-42.

*Winter Quarter*

- Theodor Adorno, short selections on “Poetry after Auschwitz.”

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- Amnesty International, “As Violence Descended: Testimonies of East Timorese Refugees,” London, October 1999, p.1-14.
- Hannah Arendt, “The House of Justice,” *Eichmann in Jerusalem*, p.3-20.
- Marie Berry, *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (2018), Excerpts TBD.
- Marie Berry and Milli Lake, “Thematic Review: Gender Politics after War: Mobilizing Opportunity in Post-Conflict Africa,” *Politics and Gender* (2017): 336-358.
- Hollie Nyseth Brehm, Christopher Uggen, and Jean-Damascène Gasanabo, “Genocide, Justice, and Rwanda’s Gacaca Courts.” *Journal of Contemporary Criminal Justice*. 30, no.3 (2014): 333-352.
- Cathy Caruth, “Introduction,” *Trauma: Explorations in Memory*, p.3-12.
- Paul Celan, “Death Fugue.”
- David Chandler, “International Justice,” *New Left Review* (Nov/Dec 2000), p.55-66.
- Roman David, “What We Know About Transitional Justice: Survey and Experimental Evidence,” *Advances in Political Psychology* 38, no.1 (2018): 151-172.
- Dara Kay Cohen, Ragnhild Nordås, and Elizabeth Wood, “Four things everyone should know about wartime sexual violence,” *Washington Post*, June 9, 2014.
- David Cohen, “‘Justice on the Cheap’ Revisited: The Failure of the Serious Crimes Trials in East Timor,” *AsiaPacific Issues*, no. 80 (2006), selected pages.
- Charlotte Delbo, “Days and Memory,” in *The Holocaust: Theoretical Readings*, p.45-49.
- Boubacar Boris Diop, *Murambi: The Book of Bones* (selections)
- Lawrence Douglas, “The Shrunken Head of Buchenwald: Icons of Atrocity at Nuremberg,” *Visual Culture and the Holocaust*, p.275-299.
- Mark Ellis, “Breaking the Silence: Rape as an International Crime,” *Case Western Reserve Journal of International Law* 38, no.2 (2007): 225-247.
- Miriam Bratu Hansen, “Schindler's List is Not Shoah: Second Commandment, Popular Modernism, and Public Memory,” in *Visual Culture and the Holocaust*, p.127-151.
- Judith Herman, *Trauma and Recovery*, p.7-32.
- Marianne Hirsch, “The Generation of Postmemory,” *Poetics Today*, p.103-117.
- International Center for Transitional Justice (ICTJ): <https://www.ictj.org/> (selection TBA).
- Marc Lacey, “A Decade after Massacres, Rwanda Outlaws Ethnicity,” *The New York Times*, April 9, 2004: <https://www.nytimes.com/2004/04/09/world/a-decade-after-massacres-rwanda-outlaws-ethnicity.html>.
- Dori Laub, “An Event Without a Witness,” TBA.
- Daniel Levy and Natan Sznaider, “Memory Unbound: The Holocaust and Formation of Cosmopolitan Memory,” *European Journal of Social Theory*, p.87-106.
- Marceline Loridan-Ivens, *But You Did Not Come Back* (short selections).

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- Cyanne E. Loyle and Christian Davenport, “Transitional Injustice: Subverting Justice in Transition and Postconflict Societies,” *Journal of Human Rights* 15, no.1 (2016: 126-149).
- Aliza Luft, “What we, as citizens, can do to fight genocide,” *Washington Post*. January 26, 2018.
- Ibu Marni, “I am a Leaf in the Storm,” *Indonesia* 47 (April 1989), p.49-60.
- Toni Morrison, *Beloved* (selections).
- Peter Novick, *The Holocaust in American Life*, p.1-15.
- Dan Pagis, “Written in Pencil in a Sealed Railway Car,” TBA.
- Samantha Power, *A Problem From Hell: America and the Age of Genocide* (2003), TBA.
- Samantha Power, “Raising the Cost of Genocide,” in Nicolaus Mills and Kira Brunner, eds., *The New Killing Fields: Massacre and the Politics of Intervention*, p.245-264.
- “The Responsibility to Protect,” *Report of the International Commission on Intervention and State Sovereignty*, December 2001. Excerpts TBA.
- Geoffrey Robinson, *If You Leave Us Here We Will Die: How Genocide Was Stopped in East Timor* (2010), p.1-20 and 185-204.
- Laura Seay, “Rwanda’s gacaca courts are hailed as a post-genocide success. The reality is more complicated,” *Washington Post*, June 2, 2017.
- “Shattered Lives: Sexual Violence during the Rwandan Genocide and its Aftermath” *Human Rights Watch*, September 1996.
- Art Spiegelman, *The Complete Maus* (New York: Pantheon Books, 1991).
- Susan Thomson, *Rwanda: From Genocide to Precarious Peace* (2018), Excerpts TBA.
- Annette Wieviorka, “The Witness in History,” *Poetics Today*, p.385-397.
- Barbie Zelizer, “Gender and Atrocity: Women in Holocaust Photographs” in *Visual Culture and the Holocaust*, p.247-274.

**E. SYLLABI****Fall Quarter****Week 1 · September 30 and October 2 · Introduction****September 30: Introduction to the Course and Political Violence**

Summary: Introduction of faculty and teaching assistants; description of the scope of the course and learning outcomes for the year.

Readings:

- No readings.

**October 2: What is Genocide and Why Does it Matter? (Robinson)**

## Making Sense of Violence Proposal

Summary: A general introduction to the concept of genocide, addressing the following questions: What exactly is genocide? What is the history of the term? What are some of the key debates about genocide, and why do they matter?

## Readings:

- Marie Berry, “On the ‘Politics of Naming’ and The Genocide Debate,” *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (2018), p.22-26.
- Diane Orentlicher, “Genocide,” in Roy Gutman, David Rieff and Anthony Dworkin, eds. *Crimes of War 2.0: What The Public Should Know* (2007), p.191-195.
- Raphael Lemkin, “Genocide: A Modern Crime,” *Free World*, Vol. 4 (April, 1945), p.39-43. Available at: <http://www.preventgenocide.org/lemkin/freeworld1945.htm>
- *United Nations Convention on the Prevention and Punishment of the Crime of Genocide*, December 9, 1948. Available at: [www.hrweb.org/legal/genocide.html](http://www.hrweb.org/legal/genocide.html)

## \*Section Work:

- Discuss readings.
- Review guidelines for Response Papers.

## \*Assignments:

- There are no assignments due today.

**Week 2 · October 7 and 9 · Part 1: Three Case Studies: An Introduction**October 7: Case Study 1: What was the Holocaust? (Rothberg)

Summary: A broad overview of the Holocaust to familiarize the class with the events and key themes.

## Readings:

- Christopher Browning, “The Nazi Empire,” *Oxford Handbook of Genocide Studies* (2010), p.407-425.

October 9: Case Study 2: What were the Indonesian massacres? (Robinson)

Summary: A broad overview of the Indonesian massacres of 1965-66, to familiarize the class with the events and key themes.

## Readings:

- Geoffrey Robinson, *The Killing Season: A History of the Indonesian Massacres, 1965-66* (2018), p. 3-12 and 118-35.
- Moh. Sjoekoer, “Death,” in Harry Aveling, trans. *Gestapu: Indonesian Short Stories on the Abortive Coup of 30th September 1965* (1975), p.23-26.

October 9: Film Screening, *Sometimes in April*, dir. Raoul Peck (2005) (2:20)

## Making Sense of Violence Proposal

Location: TBA

Summary: This is a film about two Hutu brothers in the Rwandan genocide, one who participated in the violence and one who saved Tutsi, including his Tutsi wife, and the consequences of their choices.

**\*Section Work:**

- Discuss readings.
- Field any questions about Response Papers.

**\*Assignments:**

- Between now and Week 6, you will be expected to complete four Response Papers. The requirements for your Response Papers were explained in Weeks 1 & 2.

**Week 3 · October 14 and 16 · Part 2: Antecedents of Violence: The Production of Difference**

October 14: Case Study 3: What was the Rwandan Genocide? (Luft)

Summary: A broad overview of the 1994 Rwandan Genocide to familiarize the class with the events and key themes.

Readings:

- Marie Berry, “Historical Roots of Mass Violence in Rwanda,” *War, Women, and Power* (2018), p.31-52.
- Scott Straus, “Background to the Genocide,” *Order of Genocide: Race, Power, and War in Rwanda* (2006), p.17-33.

October 16: The Production of Difference in Rwanda (Luft)

Summary: Discussion of the construction of Hutu and Tutsi as fixed racial categories under Belgian colonialism in Rwanda and their consequences for the 1994 Genocide.

Readings:

- Lee Ann Fujii, “Violence and Identity in Historical Perspective,” *Killing Neighbors: Webs of Violence in Rwanda* (2009), p.49-76.
- Mahmood Mamdani, “The Racialization of Hutu/Tutsi Difference under Colonialism,” *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (2001), p.76-103.

**\*Section Work:**

- Discuss readings.
- Field any questions about Response Papers.

**\*Assignments:**



## Making Sense of Violence Proposal

- Between now and Week 6, you will be expected to complete four response papers. The requirements for your response papers were explained in Weeks 1 & 2.

### **Week 4 · October 21 and 23 · Part 2: Antecedents of Violence: The Production of Difference**

#### October 21: Mass Violence in Indonesia: Historical Antecedents (Robinson)

Summary: Discussion of the historical antecedents to mass violence in Indonesia, focusing on ideological and institutional formations that emerged under Dutch colonial rule and during the fight for independence (1945-49).

#### Readings:

- Benedict Anderson, ed., *Violence and the State in Suharto's Indonesia* (2001), Introduction.
- Geoffrey Robinson, *The Killing Season* (2018), Chap. 2, p.27-53.

#### October 23: Modern Anti-Semitism and the Nazi World-View (McBride)

Summary: Discussion of the roots of anti-Semitism in Germany and the development and the Nazi World-View.

#### Readings:

- Doris Bergen, *War and Genocide*, Chap. 1-2, p.1-50.
- Wilhelm Marr, "The Victory of Judaism over Germandom" (Selection).

#### \*Section Work:

- Discuss readings.

#### \*Assignments:

- Between now and Week 6, you will be expected to complete four response papers. The requirements for your response papers were explained in Weeks 1 & 2.

### **Week 5 · October 28 and 30 · Part 3: Setting the Stage: Contexts of Violence**

#### October 28: Race, Gender, and Law in Nazi Germany (Rothberg)

Summary: Discussion of race laws, social exclusion, and prewar violence towards Jews in Germany after the Nazi rise to power (1933-39).

#### Readings:

- Doris Bergen, *War and Genocide*, Chap. 3, p.51-78.
- Marion Kaplan, "Jewish Women in Nazi Germany: Daily Life, Daily Struggles, 1933-1939," *Feminist Studies* 16, no.3 (1990): 579-606.
- Victor Klemperer, *I Will Bear Witness* (Diary selections TBA).
- *The Nuremberg Laws* (Selections)

October 30: The Cold War and Mass Violence in Indonesia (Robinson)

Summary: Examination of the ways in which the Cold War, and the actions of powerful states and international bodies, influenced Indonesian political life and accelerated the mass violence after October 1965.

## Readings:

- Mark Curtis, “Democratic Genocide,” *The Ecologist* 26, no. 5 (Sept/Oct 1996).
- Geoffrey Robinson, *The Killing Season*, p.177-207.
- Telegram (1628) from the US Embassy in Indonesia to the Department of State, December 2, 1965. *Foreign Relations of the United States, 1964–1968, Volume XXVI*: <https://history.state.gov/historicaldocuments/frus1964-68v26/d179>

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Between now and Week 6, you will be expected to complete four response papers. The requirements for your response papers were explained in Weeks 1 & 2.
- The Social Science Paper prompt will be distributed this week; discuss any questions in section.

**Special Event:** Medical School Roundtable, October 30, 6-9 pm, Location TBA

Summary: Discussion with two to three members of the UCLA Medical School about issues related to trauma. (Note: The final syllabus will reflect which faculty will participate and indicate a more specific topic.)

**Week 6 · November 4 and 6 · Part 3: Setting the Stage: Contexts of Violence**November 4: Political and Economic Preconditions for Violence in Rwanda (Luft)

Summary: Examination of how economic crises, international pressures for democratization, and the 1990-1993 Civil War created the conditions for genocide in April 1994.

## Readings:

- Alison des Forges, *Leave None to Tell the Story: Genocide in Rwanda* (Excerpts TBA).
- Human Rights Watch, “Report of the International Commission of Investigation on Human Rights Violations in Rwanda,” March 1, 1993.

November 6: Summary Lecture (McBride)

## Making Sense of Violence Proposal

Summary: A lecture summarizing the various contextual influences that led to violence in each of the cases discussed above.

## Readings:

- No readings for this lecture.

## \*Section Work:

- Discuss readings.

## \*Assignments:

- This is the last week to submit a response paper. The requirements for your response papers were explained in Weeks 1 & 2.
- Rough draft of your analysis for the Social Science Paper is due by time of section.

**Week 7 · November 11 and 13 · Part 4: Why Do People Kill? Dynamics of Violence**November 11: When Neighbors Kill Neighbors (Luft)

Summary: Examination of the various theories explaining civilian participation in genocide and how they apply to the Rwandan Genocide in particular.

## Readings:

- Aliza Luft, “Towards a Dynamic Theory of Action at the Micro-Level of Genocide: Killing, Desistance, and Saving in the 1994 Rwandan Genocide,” *Sociological Theory* (2015), p.149-151 (only).
- Aliza Luft, “Once a Killer, Always a Killer?,” *Washington Post* (2015).
- Scott Straus, “Why Perpetrators Say They Committed Genocide,” *The Order of Genocide: Race, Power, and War in Rwanda* (2006), p.122-153.

November 13: Cultural & Socio-Economic Dimensions of the Indonesian Massacres (Robinson)

Summary: Examination of the principal cultural, religious, and socio-economic conflicts in Indonesia, and their significance in the massacres of 1965-66.

## Readings:

- Hermawan Sulistiyo, *The Forgotten Years: The Missing History of Indonesia’s Mass Slaughter* (1997), p.247-262.
- Geoffrey Robinson, *The Killing Season*, p.135-147.

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Rough draft of your Social Science Paper outline is due by the time of your section.

**Week 8 · November 18 and 20 · Part 4: Why Do People kill? Dynamics of Violence**November 18: Holocaust: Perpetrators and Bystanders (McBride)

Summary: Focus on the perpetrators of the Holocaust; the collaborators who helped them; and the role of bystanders.

## Readings:

- Christopher Browning, “One Day in Jozefow: Initiation to Mass Murder,” *Lessons and Legacies* (1991), p.196-209.
- Excerpts from the speech given by Heinrich Himmler to SS Group Leaders in Posen, occupied Poland, October 4, 1943 (audio and written).

November 20: Summary Lecture (McBride)

Summary: Comparative discussion about participation in political violence that reviews our three case studies.

## Readings:

- No readings for this lecture.

November 20: Film Screening, *In Darkness*, dir. by Agnieszka Holland (2011) (2:24)

Location: TBA

Summary: A film about the survival of Jews in the sewers of the Ukrainian city, L'viv during WWII and a Ukrainian rescuer who helps them.

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Continue working on your Social Science Paper.

**Week 9 · November 25 and 27 · Part 5: The Time and Place of Violence**November 25: Spaces of Death: Ghettos and Camps in the Holocaust (Rothberg)

Summary: Focus on Nazi-created ghettos and camps with an emphasis on the perspective of victims.

## Readings:

- Diaries, poetry, and other documents from the Oneg Shabbat Archive in the Warsaw Ghetto.
- W.E.B. DuBois, “The Negro and the Warsaw Ghetto” (1952), p.14-15.
- Charlotte Delbo, *Auschwitz and After*, p.3-16.

## Making Sense of Violence Proposal

- Primo Levi, *The Drowned and the Saved*, p.25-32.
- Elie Wiesel, *Night*, p.29-42.
- Giorgio Agamben, “What is a Camp?,” p.37-45.

November 27: Why here? Why now? Accounting for Variation in the Indonesian Massacres, 1965-66 (Robinson)

Summary: Discussion of the puzzling geographical and temporal variations in the pattern of killing and incarceration in Indonesia, and some possible explanations for those variations.

Readings:

- Robert Cribb, “Unresolved Problems of the Indonesian Killings of 1965-66,” *Asian Survey* 42, no.4 (2002): 550-63.
- Geoffrey Robinson, *The Killing Season*, p.148-76.

\*Section Work:

- Discuss readings.

\*Assignments:

- Continue working on your Social Science Paper.

**Week 10 · December 2 and 4 · Part 5: The Time and Place of Violence**

December 2: Why there, why then? Explaining local variation in the Rwandan Genocide (Luft)

Summary: Discussion of the puzzling geographical and temporal variations in the patterns of killing in Rwanda, and some possible explanations for those variations.

Readings:

- Theogene Bangwanubusa, “Understanding the Polarization of Responses to Genocidal Violence in Rwanda,” (2009).
- Hollie Nyseth Brehm, “Subnational Determinants of Killing in Rwanda,” *Criminology* 55, no.1 (2017): 5-31.

December 4: Summary Lecture (McBride)

Summary: Overview of the quarter that pulls together various threads from the case studies.

Readings:

- Eyal Press, *Beautiful Souls: Saying No, Breaking Ranks, and Heeding the Voice of Conscience in Dark Times and Absolute Convictions* (TBA).

\*Section Work:

- Discuss readings.

- Preparation for the final exam.

\*Assignments:

- Final copy of your Social Science Paper is due Friday, at noon.

### **Final Exam · Location and Time TBA**

### **Winter Quarter**

### **Week 1 · January 6 and 8 · Introductions**

#### **January 6: Introduction (McBride)**

Summary: Recap of major themes in first quarter and introduction to the second quarter, with a focus on the aftermath of political violence.

Readings: No readings.

#### **January 8: Library Orientation Lecture (TBA)**

Summary: The cluster's library liaison will come speak to the class about doing research in the library in preparation for the next two papers.

Readings:

- TBA by librarian.

Section Work:

- Review first quarter.
- Discuss information about doing research in the library.
- The History Paper prompt will be distributed this week; discuss any questions in section.

Assignments:

- No assignments due.

### **Week 2 · January 13 and 15 · Part 1: How do Genocides End?**

#### **January 13: Ending Genocide: Comparative Case Studies (McBride)**

Summary: A comparative lecture that touches on two of our case studies, Rwanda and the Holocaust, in addition to other examples about how political violence ends.

Readings:

- David Chandler, "International Justice," *New Left Review* (Nov/Dec 2000), p.55-66.
- Samantha Power, "Raising the Cost of Genocide," in Nicolaus Mills and Kira Brunner, eds., *The New Killing Fields: Massacre and the Politics of Intervention*, p.245-264.

## Making Sense of Violence Proposal

- “The Responsibility to Protect,” *Report of the International Commission on Intervention and State Sovereignty*, December 2001. Excerpts TBA.
- Review website: <http://www.responsibilitytoprotect.org/>

January 15: Ending Genocide: The Unusual Case of East Timor (Robinson)

Summary: An account and analysis of the 1999 UN-sponsored intervention that brought an end to the Indonesian genocide in East Timor.

## Readings:

- Amnesty International, “As Violence Descended: Testimonies of East Timorese Refugees,” London, October 1999, p.1-14.
- Geoffrey Robinson, *If You Leave Us Here We Will Die: How Genocide Was Stopped in East Timor* (2010), p.1-20 and 185-204.

January 15: Film Screening, *Justice of Nuremberg*, dir. Stanley Kramer (1959) (2:59)

Location: De Neve Auditorium

Summary: Courtroom drama depicting the Nuremberg Trials of 1948 to hold the Nazi regime accountable for its crimes.

## \*Section Work:

- Discuss readings.
- Field any questions about the History Paper.

## \*Assignments:

- Work on annotated bibliography for History Paper.

**Week 3 · January 20 and 22 · Part 2: The Problem of Accountability and Justice**January 20: Transitional Justice Overview (McBride)

Summary: In response to political violence, international organizations and local communities have developed methods to confront past crimes. This week, we will review some of these methods and discuss their efficacy in different contexts.

## Readings:

- International Center for Transitional Justice (ICTJ): <https://www.ictj.org/> (selection TBA).
- Cyanne E. Loyle and Christian Davenport, “Transitional Injustice: Subverting Justice in Transition and Postconflict Societies,” *Journal of Human Rights* 15, no.1 (2016): 126-149.
- Roman David, “What We Know About Transitional Justice: Survey and Experimental Evidence,” *Advances in Political Psychology* 38, no.1 (2018): 151-172.

January 22: The Holocaust on Trial: Nuremberg and Eichmann (Rothberg)

Summary: Discussion of legal responses to Nazism and the Holocaust with a focus on the Nuremberg Trials and the Eichmann Trial.

## Readings:

- Lawrence Douglas, “The Shrunken Head of Buchenwald: Icons of Atrocity at Nuremberg,” *Visual Culture and the Holocaust*, p.275-299.
- Hannah Arendt, “The House of Justice,” *Eichmann in Jerusalem*, p.3-20.

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Annotated bibliography due Friday by noon.

**Week 4 • January 27 and 29 • Part 2: The Problem of Accountability and Justice**January 27: Victor’s Justice in Rwanda (McBride)

Summary: In addition to International Criminal Tribunal for Rwanda, the country developed its own form of local community justice inspired by pre-colonial practices called *Gacaca*. We will discuss this method and its pros and cons.

## Readings:

- Hollie Nyseth Brehm, Christopher Uggen, and Jean-Damascène Gasanabo, “Genocide, Justice, and Rwanda’s Gacaca Courts.” *Journal of Contemporary Criminal Justice*. 30, no.3 (2014): 333-352.
- Laura Seay, “Rwanda’s gacaca courts are hailed as a post-genocide success. The reality is more complicated,” *Washington Post*, June 2, 2017.

January 29: Truth and Justice? Indonesia and East Timor (Robinson)

Summary: Discussion of the efforts to seek of truth and justice for the victims of serious crimes in Indonesia and East Timor, with a focus on the structural obstacles faced, and the surprising success of civil society in overcoming some of those obstacles.

## Readings:

- David Cohen, “‘Justice on the Cheap’ Revisited: The Failure of the Serious Crimes Trials in East Timor,” *AsiaPacific Issues*, no. 80 (2006), selected pages.
- Geoffrey Robinson, *The Killing Season*, p.264-291.

## Section Work:

- Discuss readings.
- In section peer review of History Paper drafts.



## Assignments:

- Draft of History Paper due by time of your section.

**Week 5 · February 3 and 5 · Part 2: The Problem of Accountability and Justice**February 3: Sexualized Violence as War Crime (Luft)

Summary: Rape and other forms of sexualized violence weren't always considered a war crime. This week discusses what causes wartime sexual violence and how it became a crime.

## Readings:

- Dara Kay Cohen, Ragnhild Nordås, and Elizabeth Wood, "Four things everyone should know about wartime sexual violence," *Washington Post*, June 9, 2014.
- Mark Ellis, "Breaking the Silence: Rape as an International Crime," *Case Western Reserve Journal of International Law* 38, no.2 (2007): 225-247.
- "Shattered Lives: Sexual Violence during the Rwandan Genocide and its Aftermath" *Human Rights Watch*, September 1996.
- Film clip, "The Uncondemned" (<http://www.theuncondemned.com/>)

February 5: Women's Political Mobilization after Genocide (Luft)

Summary: Rwanda currently has the highest number of women in parliament in the world, but Rwanda is not unique: across the board, countries that have experienced war have also experienced a rise in women's post-war political representation. What explains this paradoxical finding?

## Readings:

- Marie Berry, *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (2018), Excerpts TBD.
- Marie Berry and Milli Lake, "Thematic Review: Gender Politics after War: Mobilizing Opportunity in Post-Conflict Africa," *Politics and Gender* (2017): 336-358.

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Continue working on the History Paper.

**Special Event:** Law School Roundtable, February 5, 6-9 pm, Location TBA

Summary: Discussion with two to three members of the UCLA Law School about issues related to international law and genocide. (Note: The final syllabus will reflect which faculty will participate and indicate a more specific topic).

**Week 6 · February 10 and 12 · Part 3: Trauma and Testimony**February 10: Trauma: The Experience of Violence (McBride)

Summary: A discussion the trauma that victims of political violence can carry with them for the remainder of their lives. A focus on the medical understanding of trauma, as well as the politics of listening to and believing survivors of violence over the last century.

## Readings:

- Cathy Caruth, “Introduction,” *Trauma: Explorations in Memory*, p.3-12.
- Charlotte Delbo, “Days and Memory,” in *The Holocaust: Theoretical Readings*, p.45-49.
- Judith Herman, *Trauma and Recovery*, p.7-32.

February 12: Testimony: Bearing Witness to Atrocity (Rothberg)

Summary: What does it mean to witness atrocity? How has witness testimony--or our understanding of it--changed historically?

## Readings:

- Annette Wieviorka, “The Witness in History,” *Poetics Today*, p.385-397.
- Dori Laub, “An Event Without a Witness,” TBA.
- Marceline Loridan-Ivens, *But You Did Not Come Back* (short selections).
- In-class screening: selections from Jean Rouch and Edgar Morin, *Chronicle of a Summer* (1961) and Claude Lanzmann, *Shoah* (1985).

## \*Section Work:

- Discuss readings.
- Prompt for Literature Paper distributed.

## \*Assignments:

- Final draft of History Paper due by Friday, at noon.

**Week 7 · February 17 and 19 · Part 4: Remembering and Forgetting Violence**February 17: Globalizing Holocaust Memory (Rothberg)

Summary: An exploration of how the Holocaust has been remembered in the US and across the globe.

## Readings:

- Peter Novick, *The Holocaust in American Life*, p.1-15.
- Daniel Levy and Natan Sznaider, “Memory Unbound: The Holocaust and Formation of Cosmopolitan Memory,” *European Journal of Social Theory*, p.87-106.

February 19: Indonesia 50 Years Later: Reflections on Silence and Fake News (Robinson)

## Making Sense of Violence Proposal

Summary: A discussion of the reasons for the odd silence about the mass killings of 1965 in Indonesia more than 50 years after the fact; focusing on the ways in which trauma, propaganda, and fear combine to produce silence and inaction.

Readings:

- Ibu Marni, "I am a Leaf in the Storm," *Indonesia* 47 (April 1989), p.49-60.
- Geoffrey Robinson, *The Killing Season*, p.306-313.

\*Section Work:

- Discuss readings.

\*Assignments:

- Continue work on Literature Paper.

### **Week 8 · February 24 and 26 · Part 4: Remembering and Forgetting Violence**

#### February 24: Forced to Forget in Rwanda (McBride)

Summary: One way Rwanda has dealt with its past is by legally prohibiting "Genocide Ideology," a law that in practice, requires citizens to only speak of themselves as "Rwandan" instead of "Hutu" or "Tutsi." We discuss the consequences of this strategy.

Readings:

- Marc Lacey, "A Decade after Massacres, Rwanda Outlaws Ethnicity," *The New York Times*, April 9, 2004: <https://www.nytimes.com/2004/04/09/world/a-decade-after-massacres-rwanda-outlaws-ethnicity.html>.
- Susan Thomson, *Rwanda: From Genocide to Precarious Peace* (2018), Excerpts TBA.

#### February 26: Intergenerational Transmission: The Arts of Postmemory (Rothberg)

Summary: Exploration of what it means to "inherit" traumatic memories through the family.

Readings:

- Art Spiegelman, *Maus I and II*.
- Marianne Hirsch, "The Generation of Postmemory," *Poetics Today*, p.103-117.

#### February 26: Film Screening, *The Look of Silence*, dir. Joshua Oppenheimer (2014) (1:43)

Location: TBA

Summary: A documentary about an Indonesian man who after sixty years confronts the killers of his brother during the Indonesian massacres of the mid-1960s.

## Making Sense of Violence Proposal

**\*Section Work:**

- Discuss *Maus* and Hirsch article, which are important for the Literature Paper.

**\*Assignments:**

- Continue working on your Literature Paper.

**Week 9 · March 2 and 4 · Part 5: Cultural Responses to Violence****March 2: “To Write Poetry after Auschwitz is Barbaric”: Literary Responses to Catastrophe (Rothberg)**

Summary: An exploration of how political violence has been depicted in literature and of the challenges that violence poses to literature.

## Readings:

- Theodor Adorno, short selections on “Poetry after Auschwitz.”
- Dan Pagis, “Written in Pencil in a Sealed Railway Car,” TBA.
- Paul Celan, “Death Fugue.”
- Boubacar Boris Diop, *Murambi: The Book of Bones* (selections)
- Toni Morrison, *Beloved* (selections).

**March 4: Visualizing Violence: Film, Art and Photography (McBride)**

Summary: An exploration of how political violence has been depicted in the visual arts, including film, art, and photography. Discussion of the particular challenges that violence poses to visual culture.

## Readings:

- Barbie Zelizer, “Gender and Atrocity: Women in Holocaust Photographs” in *Visual Culture and the Holocaust*, p.247-274.
- Miriam Bratu Hansen, “Schindler's List is Not Shoah: Second Commandment, Popular Modernism, and Public Memory,” in *Visual Culture and the Holocaust*, p.127-151.

**\*Section Work:**

- Discuss readings.
- In section peer review of Literature Paper drafts.

**\*Assignments:**

- Rough draft of Literature Paper due by time of your section.

**Week 10 · March 9 and 11 · Part 6: What Can You Do?****March 9: Lessons from the Past. Challenges for the Future (All)**

## Making Sense of Violence Proposal

Summary: A reflection on the major themes and issues we have covered in the course and discussion of the challenges we face in responding to and preventing future political violence and genocide.

## Readings:

- Aliza Luft, “What we, as citizens, can do to fight genocide,” *Washington Post*. January 26, 2018.
- Samantha Power, *A Problem From Hell: America and the Age of Genocide* (2003), TBA.

March 11: Wrap-up Lecture (McBride)

Summary: Overview of the quarter that pulls together various threads from the lectures.

## Readings:

- No readings for this lecture.

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Final copy of your Literature Paper is due Friday, at noon.

**Final Exam · Location and Time TBA**

## Making Sense of Violence

## MAKING SENSE OF VIOLENCE

### GE48A Cluster, Fall 2019



#### COURSE DESCRIPTION

· Monday & Wednesday · 12:30-1:45 · De Neve P350 ·

This course explores the causes, dynamics, and consequences of political violence. Political violence has a broad definition and can include anything from extra-legal warfare, ethnic cleansing and genocide, civil war, riots and pogroms, terrorism and state repression, revolution and counter-revolution, and more. As such, political violence is not a modern phenomenon: rather, it has been a part of the human experience from antiquity to the present day. And yet, unique to the modern era has been an effort to understand and reduce political violence through the creation of legal, governmental, non-governmental, and academic institutions. Despite these efforts, the modern era has experienced unprecedented political violence in both scope and breadth. As such, political violence remains a vexing and important problem for governments, communities, and ordinary people worldwide.

Our course will focus primarily on genocide -- what international criminal and human rights lawyer William Schabas calls the “crime of crimes” -- but throughout, we will attend to how genocide intersects with many of the other forms of political violence mentioned above. Our goal is to take an interdisciplinary perspective to examine political violence. We will read theoretical and empirical works from history, comparative literature, sociology, political science, psychology, and more, and we will also use art, film, literature, diaries, memoirs, and news media to think critically about violent conflict.

#### FACULTY

Jared McBride (IRD coordinator)	History/UGC: <a href="mailto:mcbridejg@ucla.edu">mcbridejg@ucla.edu</a>	Office Hours: TBA
Aliza Luft (Fall Quarter)	Sociology <a href="mailto:aluft@soc.ucla.edu">aluft@soc.ucla.edu</a>	Office Hours: Haines 291
Geoffrey Robinson	History <a href="mailto:robinson@history.ucla.edu">robinson@history.ucla.edu</a>	Office Hours: Bunche 6265
Michael Rothberg	English/Comp Lit <a href="mailto:mrothberg@humnet.ucla.edu">mrothberg@humnet.ucla.edu</a>	Office Hours: Humanities 294

## Making Sense of Violence

**COURSE ORGANIZATION**

The course examines political violence in three phases: the lead up to violence; how violence unfolds and its dynamics; and the aftermath and legacies of violence.

In the first quarter, we will focus on the antecedents and dynamics of violence. To do this, we will consider several examples at close range: the Holocaust, the Rwandan Genocide, and the Genocides in Indonesia and East Timor. Some questions we will address include: *What are the ideological origins of genocide? What is the role of science and the law in enabling violence? What roles do state, religious, and local authorities play in scenarios of violence? Why do ordinary citizens kill their neighbors in genocide? How do people resist violence?* This is just a sample of some of the topics we will explore from multiple disciplinary perspectives.

The second quarter will focus on the consequences of violence for individuals and societies. Here, we will continue to focus on the three case studies, while integrating examples from across the globe when possible to answer questions such as: *How are participants in violence held legally accountable for their crimes? How do victims and witnesses to violence remember their experiences? How do societies commemorate difficult pasts? Why do some people and states deny or repress the facts of violent histories? How have art and literature grappled with the legacies of trauma? How can we intervene in ongoing conflicts or prevent violence in places where it is likely to occur?*

**LEARNING OUTCOMES**

By the end of this course students should be able to:

- Define and distinguish various forms of political violence.
- Understand debates and controversies around the antecedents, dynamics, and consequences of political violence.
- Recognize and understand disciplinary and methodological differences in how social sciences, history, and literary and cultural studies approach the question of political violence.
- Gain in-depth knowledge about at least three distinct case studies of violence from different regions of the world.
- Develop familiarity with a variety of research methodologies, including the use of library resources to identify and locate relevant primary and secondary sources.
- Write analytical and research papers in accordance with various disciplinary traditions.

## Making Sense of Violence

**GRADUATE STUDENT INSTRUCTORS**

TBA NAME	DEPT TBA	EMAIL TBA	OFFICE HOURS TBA

**DISCUSSION SECTIONS (2 hours once a week)**

1A	DAY	TIME	TIME	ROOM TBA	No.	Instructor TBA
1B						
1C						
1D						
1E						
1F						
1G						
1H						
1I						
1J						
1K						
1L						

**DISCUSSION SECTION EXPECTATIONS**

- Attendance at section meetings is required.
- You are expected to participate in discussion in an informed and intelligent manner; doing so will significantly improve your overall grade for the course.
- You must attend the section in which you are enrolled.
- Three (3) or more missed sections will result in a failing grade for the course.
- A failing grade for “section participation” will also result in course failure.

**GRADE DISTRIBUTION**

<i>Section participation</i>	<b>25%</b>	Attendance is taken; missing more than 3 sections will result in a failing grade for section and affect the course grade.
<i>Response Papers</i>	<b>20%</b>	4 of 5 response papers at 5 percent each.
<i>Social Science Paper</i>	<b>30%</b>	5 page essay.
<i>Final</i>	<b>25%</b>	In-class final during finals week.



## Making Sense of Violence

<b>ASSIGNMENTS AND GRADING</b>	
<i>Exams</i>	<ul style="list-style-type: none"> <li>• There are no midterms in either term.</li> <li>• There will be an in-class final both fall and winter quarter to be administered during finals week.</li> <li>• The final will be cumulative only for the quarter in which it is given.</li> </ul>
<i>Paper topics:</i>	<ul style="list-style-type: none"> <li>• For each paper, requirement and expectations will be explained in a detailed handout posted on the course website</li> <li>• The essays should conform to the academic conventions stipulated by the paper topic. You must thoroughly document all sources: including any persons or writings from which you have derived any of your ideas, sources, or wordings.</li> <li>• Papers will be penalized one-third of a grade (B+ to B, for example) for each day of lateness with the exception of the Peer Review Workshop Draft (which must be completed on time).</li> <li>• No papers will be accepted more than one week late.</li> </ul>
<i>Grading:</i>	<ul style="list-style-type: none"> <li>• In any of the grading categories where percentages appear, it is possible to receive a zero (out of one hundred), which would do serious damage to your overall grade.</li> <li>• You also need to complete all written assignments to pass the course.</li> <li>• No Incompletes will be given except under extraordinary circumstances.</li> <li>• The grading will be done by the TA, under the supervision of the faculty.</li> </ul>
<i>Submitting assignments:</i>	<ul style="list-style-type: none"> <li>• Assignments are submitted through Turnitin.com by the deadline in the assignment instructions.</li> <li>• Once the paper is turned in to Turnitin.com, it cannot be revised further.</li> <li>• Directions will be provided on when and where to submit hard copies of assignments.</li> </ul>
<i>Cheating or plagiarism:</i>	<ul style="list-style-type: none"> <li>• Any cheating or plagiarism will be dealt with mercilessly; suspected cases are automatically forwarded to the Dean of Students, as mandated by the university.</li> <li>• If the dean determines that cheating or plagiarism has occurred, you will automatically receive a zero (out of one hundred) for that assignment with no opportunity to improve the grade.</li> </ul>
<i>Grade issues</i>	<ul style="list-style-type: none"> <li>• If you have concerns about a grade, first consult your TA following any guidelines that your TA has provided. Email your TA within 1 week of receiving a grade.</li> <li>• If the issue is not resolved, you may consult Professor McBride. Email within 1 week of finishing your consultation with your TA. In your email, explain your reasons for requesting a review of your grade; emphasize the merits of your work.</li> </ul>

## Making Sense of Violence

<b>EXTRA-CURRICULAR ACTIVITIES</b>	
<i>Film Screenings</i>	There will be two film screenings per quarter. The films will be shown in the evening at DeNeve. The class will have dinner together beforehand. The films and weeks shown are listed below in the schedule. Attendance is mandatory.
<i>Medical School Roundtable</i>	During the winter quarter, there will be a roundtable with faculty from the medical school who will discuss issues related to trauma and violence. Attendance is mandatory.
<i>Law School Roundtable</i>	During the spring quarter, there will be a roundtable with faculty from the law school who will discuss topics related to international law and war crimes. Attendance is mandatory.

**REQUIRED TEXTS AND MATERIALS**

- All articles and other materials will be available on the CCLE course website: TBA

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**Lecture Schedule**


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\*\*Note: schedule and readings are subject to change. Check the syllabus and website frequently.

**Fall Quarter Topic Schedule**

Part 1: Three Case Studies: An Introduction, Weeks 2-3

Part 2: Antecedents of Violence: The Production of Difference, Weeks 3-4

Part 3: Setting the Stage: Contexts of Violence, Weeks 5-6

Part 4: Why Do People kill? Dynamics of Violence, Weeks 7-8

Part 5: The Time and Place of Violence, Weeks 9-10

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**Week 1 · September 30 and October 2 · Introduction**


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September 30: Introduction to the Course and Political Violence

Summary: Introduction of faculty and teaching assistants; description of the scope of the course and learning outcomes for the year.

Readings:

- No readings.

October 2: What is Genocide and Why Does it Matter? (Robinson)

Summary: A general introduction to the concept of genocide, addressing the following questions: What exactly is genocide? What is the history of the term? What are some of the key debates about genocide, and why do they matter?

## Making Sense of Violence

### Readings:

- Marie Berry, “On the ‘Politics of Naming’ and The Genocide Debate,” *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (2018), p.22-26.
- Diane Orentlicher, “Genocide,” in Roy Gutman, David Rieff and Anthony Dworkin, eds. *Crimes of War 2.0: What The Public Should Know* (2007), p.191-195.
- Raphael Lemkin, “Genocide: A Modern Crime,” *Free World*, Vol. 4 (April, 1945), p.39-43. Available at: <http://www.preventgenocide.org/lemkin/freeworld1945.htm>
- *United Nations Convention on the Prevention and Punishment of the Crime of Genocide*, December 9, 1948. Available at: [www.hrweb.org/legal/genocide.html](http://www.hrweb.org/legal/genocide.html)

### \*Section Work:

- Discuss readings.
- Review guidelines for Response Papers.

### \*Assignments:

- There are no assignments due today.

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## **Week 2 · October 7 and 9 · Part 1: Three Case Studies: An Introduction**

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### October 7: Case Study 1: What was the Holocaust? (Rothberg)

Summary: A broad overview of the Holocaust to familiarize the class with the events and key themes.

#### Readings:

- Christopher Browning, “The Nazi Empire,” *Oxford Handbook of Genocide Studies* (2010), p.407-425.

### October 9: Case Study 2: What were the Indonesian massacres? (Robinson)

Summary: A broad overview of the Indonesian massacres of 1965-66, to familiarize the class with the events and key themes.

#### Readings:

- Geoffrey Robinson, *The Killing Season: A History of the Indonesian Massacres, 1965-66* (2018), p. 3-12 and 118-35.
- Moh. Sjoekoer, “Death,” in Harry Aveling, trans. *Gestapu: Indonesian Short Stories on the Abortive Coup of 30th September 1965* (1975), p.23-26.

### October 9: Film Screening, *Sometimes in April*, dir. Raoul Peck (2005) (2:20)

Location: TBA

## Making Sense of Violence

Summary: This is a film about two Hutu brothers in the Rwandan genocide, one who participated in the violence and one who saved Tutsi, including his Tutsi wife, and the consequences of their choices.

**\*Section Work:**

- Discuss readings.
- Field any questions about Response Papers.

**\*Assignments:**

- Between now and Week 6, you will be expected to complete four Response Papers. The requirements for your Response Papers were explained in Weeks 1 & 2.

### **Week 3 · October 14 and 16 · Part 2: Antecedents of Violence: The Production of Difference**

#### October 14: Case Study 3: What was the Rwandan Genocide? (Luft)

Summary: A broad overview of the 1994 Rwandan Genocide to familiarize the class with the events and key themes.

Readings:

- Marie Berry, “Historical Roots of Mass Violence in Rwanda,” *War, Women, and Power* (2018), p.31-52.
- Scott Straus, “Background to the Genocide,” *Order of Genocide: Race, Power, and War in Rwanda* (2006), p.17-33.

#### October 16: The Production of Difference in Rwanda (Luft)

Summary: Discussion of the construction of Hutu and Tutsi as fixed racial categories under Belgian colonialism in Rwanda and their consequences for the 1994 Genocide.

Readings:

- Lee Ann Fujii, “Violence and Identity in Historical Perspective,” *Killing Neighbors: Webs of Violence in Rwanda* (2009), p.49-76.
- Mahmood Mamdani, “The Racialization of Hutu/Tutsi Difference under Colonialism,” *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (2001), p.76-103.

**\*Section Work:**

- Discuss readings.
- Field any questions about Response Papers.

**\*Assignments:**

- Between now and Week 6, you will be expected to complete four response papers. The requirements for your response papers were explained in Weeks 1 & 2.

## Making Sense of Violence

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**Week 4 · October 21 and 23 · Part 2: Antecedents of Violence: The Production of Difference**


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October 21: Mass Violence in Indonesia: Historical Antecedents (Robinson)

Summary: Discussion of the historical antecedents to mass violence in Indonesia, focusing on ideological and institutional formations that emerged under Dutch colonial rule and during the fight for independence (1945-49).

## Readings:

- Benedict Anderson, ed., *Violence and the State in Suharto's Indonesia* (2001), Introduction.
- Geoffrey Robinson, *The Killing Season* (2018), Chap. 2, p.27-53.

October 23: Modern Anti-Semitism and the Nazi World-View (McBride)

Summary: Discussion of the roots of anti-Semitism in Germany and the development and the Nazi World-View.

## Readings:

- Doris Bergen, *War and Genocide*, Chap. 1-2, p.1-50.
- Wilhelm Marr, "The Victory of Judaism over Germandom" (Selection).

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Between now and Week 6, you will be expected to complete four response papers. The requirements for your response papers were explained in Weeks 1 & 2.

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**Week 5 · October 28 and 30 · Part 3: Setting the Stage: Contexts of Violence**


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October 28: Race, Gender, and Law in Nazi Germany (Rothberg)

Summary: Discussion of race laws, social exclusion, and prewar violence towards Jews in Germany after the Nazi rise to power (1933-39).

## Readings:

- Doris Bergen, *War and Genocide*, Chap. 3, p.51-78.
- Marion Kaplan, "Jewish Women in Nazi Germany: Daily Life, Daily Struggles, 1933-1939," *Feminist Studies* 16, no.3 (1990): 579-606.
- Victor Klemperer, *I Will Bear Witness* (Diary selections TBA).
- *The Nuremberg Laws* (Selections)

## Making Sense of Violence

### October 30: The Cold War and Mass Violence in Indonesia (Robinson)

Summary: Examination of the ways in which the Cold War, and the actions of powerful states and international bodies, influenced Indonesian political life and accelerated the mass violence after October 1965.

#### Readings:

- Mark Curtis, “Democratic Genocide,” *The Ecologist* 26, no. 5 (Sept/Oct 1996).
- Geoffrey Robinson, *The Killing Season*, p.177-207.
- Telegram (1628) from the US Embassy in Indonesia to the Department of State, December 2, 1965. *Foreign Relations of the United States, 1964–1968, Volume XXVI*: <https://history.state.gov/historicaldocuments/frus1964-68v26/d179>

#### \*Section Work:

- Discuss readings.

#### \*Assignments:

- Between now and Week 6, you will be expected to complete four response papers. The requirements for your response papers were explained in Weeks 1 & 2.
- The Social Science Paper prompt will be distributed this week; discuss any questions in section.

### **Special Event:** Medical School Roundtable, October 30, 6-9 pm, Location TBA

Summary: Discussion with two to three members of the UCLA Medical School about issues related to trauma. (Note: The final syllabus will reflect which faculty will participate and indicate a more specific topic.)

## **Week 6 · November 4 and 6 · Part 3: Setting the Stage: Contexts of Violence**

### November 4: Political and Economic Preconditions for Violence in Rwanda (Luft)

Summary: Examination of how economic crises, international pressures for democratization, and the 1990-1993 Civil War created the conditions for genocide in April 1994.

#### Readings:

- Alison des Forges, *Leave None to Tell the Story: Genocide in Rwanda* (Excerpts TBA).
- Human Rights Watch, “Report of the International Commission of Investigation on Human Rights Violations in Rwanda,” March 1, 1993.

### November 6: Summary Lecture (McBride)

## Making Sense of Violence

Summary: A lecture summarizing the various contextual influences that led to violence in each of the cases discussed above.

Readings:

- No readings for this lecture.

\*Section Work:

- Discuss readings.

\*Assignments:

- This is the last week to submit a response paper. The requirements for your response papers were explained in Weeks 1 & 2.
- Rough draft of your analysis for the Social Science Paper is due by time of section.

### **Week 7 · November 11 and 13 · Part 4: Why Do People Kill? Dynamics of Violence**

#### November 11: When Neighbors Kill Neighbors (Luft)

Summary: Examination of the various theories explaining civilian participation in genocide and how they apply to the Rwandan Genocide in particular.

Readings:

- Aliza Luft, "Towards a Dynamic Theory of Action at the Micro-Level of Genocide: Killing, Desistance, and Saving in the 1994 Rwandan Genocide," *Sociological Theory* (2015), p.149-151 (only).
- Aliza Luft, "Once a Killer, Always a Killer?," *Washington Post* (2015).
- Scott Straus, "Why Perpetrators Say They Committed Genocide," *The Order of Genocide: Race, Power, and War in Rwanda* (2006), p.122-153.

#### November 13: Cultural & Socio-Economic Dimensions of the Indonesian Massacres (Robinson)

Summary: Examination of the principal cultural, religious, and socio-economic conflicts in Indonesia, and their significance in the massacres of 1965-66.

Readings:

- Hermawan Sulistiyo, *The Forgotten Years: The Missing History of Indonesia's Mass Slaughter* (1997), p.247-262.
- Geoffrey Robinson, *The Killing Season*, p.135-147.

\*Section Work:

- Discuss readings.

\*Assignments:

- Rough draft of your Social Science Paper outline is due by the time of your section.

## Making Sense of Violence

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**Week 8 · November 18 and 20 · Part 4: Why Do People kill? Dynamics of Violence**


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November 18: Holocaust: Perpetrators and Bystanders (McBride)

Summary: Focus on the perpetrators of the Holocaust; the collaborators who helped them; and the role of bystanders.

## Readings:

- Christopher Browning, “One Day in Jozefow: Initiation to Mass Murder,” *Lessons and Legacies* (1991), p.196-209.
- Excerpts from the speech given by Heinrich Himmler to SS Group Leaders in Posen, occupied Poland, October 4, 1943 (audio and written).

November 20: Summary Lecture (McBride)

Summary: Comparative discussion about participation in political violence that reviews our three case studies.

## Readings:

- No readings for this lecture.

November 20: Film Screening, *In Darkness*, dir. by Agnieszka Holland (2011) (2:24)

Location: TBA

Summary: A film about the survival of Jews in the sewers of the Ukrainian city, L'viv during WWII and a Ukrainian rescuer who helps them.

## \*Section Work:

- Discuss readings.

## \*Assignments:

- Continue working on your Social Science Paper.

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**Week 9 · November 25 and 27 · Part 5: The Time and Place of Violence**


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November 25: Spaces of Death: Ghettos and Camps in the Holocaust (Rothberg)

Summary: Focus on Nazi-created ghettos and camps with an emphasis on the perspective of victims.

## Readings:

- Diaries, poetry, and other documents from the Oneg Shabbat Archive in the Warsaw Ghetto.
- W.E.B. DuBois, “The Negro and the Warsaw Ghetto” (1952), p.14-15.



## Making Sense of Violence

- Charlotte Delbo, *Auschwitz and After*, p.3-16.
- Primo Levi, *The Drowned and the Saved*, p.25-32.
- Elie Wiesel, *Night*, p.29-42.
- Giorgio Agamben, “What is a Camp?,” p.37-45.

### November 27: Why here? Why now? Accounting for Variation in the Indonesian Massacres, 1965-66 (Robinson)

Summary: Discussion of the puzzling geographical and temporal variations in the pattern of killing and incarceration in Indonesia, and some possible explanations for those variations.

#### Readings:

- Robert Cribb, “Unresolved Problems of the Indonesian Killings of 1965-66,” *Asian Survey* 42, no.4 (2002): 550-63.
- Geoffrey Robinson, *The Killing Season*, p.148-76.

#### \*Section Work:

- Discuss readings.

#### \*Assignments:

- Continue working on your Social Science Paper.

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## **Week 10 · December 2 and 4 · Part 5: The Time and Place of Violence**

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### December 2: Why there, why then? Explaining local variation in the Rwandan Genocide (Luft)

Summary: Discussion of the puzzling geographical and temporal variations in the patterns of killing in Rwanda, and some possible explanations for those variations.

#### Readings:

- Theogene Bangwanubusa, “Understanding the Polarization of Responses to Genocidal Violence in Rwanda,” (2009).
- Hollie Nyseth Brehm, “Subnational Determinants of Killing in Rwanda,” *Criminology* 55, no.1 (2017): 5-31.

### December 4: Summary Lecture (McBride)

Summary: Overview of the quarter that pulls together various threads from the case studies.

#### Readings:

- Eyal Press, *Beautiful Souls: Saying No, Breaking Ranks, and Heeding the Voice of Conscience in Dark Times and Absolute Convictions* (TBA).

## Making Sense of Violence

**\*Section Work:**

- Discuss readings.
- Preparation for the final exam.

**\*Assignments:**

- Final copy of your Social Science Paper is due Friday, at noon.

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**Final Exam · Location and Time TBA**

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## Making Sense of Violence

**Campus Resources***Center for Accessible Education (CAE)*

<http://www.cae.ucla.edu>

If you have a disability that requires accommodations, register with the Center for Accessible Education (Murphy Hall A255).

Once you register with CAE, discuss accommodations with Professor Ortiz as soon as possible.

Disability Access Web: <https://accessweb.ucla.edu>

*Academic Advancement Program (AAP)*

<http://www.aap.ucla.edu>

If you are eligible for UCLA's Academic Advancement Program (AAP), sign up and use their services, including tutoring services and writing support.

*Undergraduate Writing Center (UWC)* <http://wp.ucla.edu/wc/>

Contact information: e-mail: [wcenter@ucla.edu](mailto:wcenter@ucla.edu) or phone: 310-206-1320. We encourage you to utilize the university writing resources,

Services offered:

In-person appointments: 50 mins, scheduled ahead of time

Walk-in appointments: 30 mins, on a first-come, first-serve basis

Online writing facilitation: scheduled ahead of time, 50 mins

Locations:

A61 Humanities: Mon-Thurs 10 am-6 pm; Fri 10 am-3 pm

Reiber 115: Sun-Thurs, 7-9 pm, for on-campus residents

Powell 228: Sun-Thurs, 6-9 pm, help with research and writing

*UCLA Library*

UCLA Library has resources to help you to identify relevant sources, get to them easily, and critically evaluate their content.

Library research guide for GE Cluster 48: TBA  
Annie Pho is Inquiry and Instruction Librarian for Peer Services and Public Programs of Powell Library

Annie Pho's email: [apho@library.ucla.edu](mailto:apho@library.ucla.edu)

Annie Pho's appointment link is:

<http://calendar.library.ucla.edu/appointment/17751>

TBA is the Embedded Inquiry Specialist who can help with research and writing

TBA office hours: Tuesdays 2-4 pm and

Thursday 2-3 in Powell Library

TBA email

TBA appointment link is:

*Library Tours*

UCLA Library provides tours and orientations to Powell Library as part of GE Cluster program. Tours are 20-60 minutes in duration.

Guided tours with open sign-ups are found in [CCLE](#).

Students pick a date and time to take the tour and sign up via [CCLE](#).

Meet tour guide in Powell entrance foyer.

For self-guided tour, students retrieve a tour map from Powell Library entrance foyer; then proceed through the building at your own pace.

Tour guides you to the main service points in Powell including where to meet Embedded Inquiry Specialist for appointments.

Tours in Fall 2019 are available: TBA

*Bruin OnLine (BOL)*

Problems with online access or UCLA email, contact: [Bruin OnLine consult@ucla.edu](mailto:BruinOnLine_consult@ucla.edu)

Accounts available at: <http://www.bol.ucla.edu/services/accounts/>

## Making Sense of Violence

## MAKING SENSE OF VIOLENCE

### GE48A Cluster, Winter 2019



#### COURSE DESCRIPTION

· Monday & Wednesday · 12:30-1:45 · De Neve P350 ·

This course explores the causes, dynamics, and consequences of political violence. Political violence has a broad definition and can include anything from extra-legal warfare, ethnic cleansing and genocide, civil war, riots and pogroms, terrorism and state repression, revolution and counter-revolution, and more. As such, political violence is not a modern phenomenon: rather, it has been a part of the human experience from antiquity to the present day. And yet, unique to the modern era has been an effort to understand and reduce political violence through the creation of legal, governmental, non-governmental, and academic institutions. Despite these efforts, the modern era has experienced unprecedented political violence in both scope and breadth. As such, political violence remains a vexing and important problem for governments, communities, and ordinary people worldwide.

Our course will focus primarily on genocide -- what international criminal and human rights lawyer William Schabas calls the “crime of crimes” -- but throughout, we will attend to how genocide intersects with many of the other forms of political violence mentioned above. Our goal is to take an interdisciplinary perspective to examine political violence. We will read theoretical and empirical works from history, comparative literature, sociology, political science, psychology, economics, and more, and we will also use art, film, literature, diaries, memoirs, and news media to think critically about violent conflict.

#### FACULTY

Jared McBride (IRD coordinator)	History/UGC: <a href="mailto:mcbridejg@ucla.edu">mcbridejg@ucla.edu</a>	Office Hours: TBA
Aliza Luft (Fall Quarter)	Sociology <a href="mailto:aluft@soc.ucla.edu">aluft@soc.ucla.edu</a>	Office Hours: Haines 291
Geoffrey Robinson	History <a href="mailto:robinson@history.ucla.edu">robinson@history.ucla.edu</a>	Office Hours: Bunche 6265
Michael Rothberg	English/Comp Lit <a href="mailto:mrothberg@humnet.ucla.edu">mrothberg@humnet.ucla.edu</a>	Office Hours: Humanities 294

## Making Sense of Violence

### COURSE ORGANIZATION

The course examines political violence in three phases: the lead up to violence; how violence unfolds and its dynamics; and the aftermath and legacies of violence.

In the first quarter, we will focus on the antecedents and dynamics of violence. To do this, we will consider several examples at close range: the Holocaust, the Rwandan Genocide, and the Genocides in Indonesia and East Timor. Some questions we will address include: *What are the ideological origins of genocide? What is the role of science and the law in enabling violence? What roles do state, religious, and local authorities play in scenarios of violence? Why do ordinary citizens kill their neighbors in genocide? How do people resist violence?* This is just a sample of some of the topics we will explore from multiple disciplinary perspectives.

The second quarter will focus on the consequences of violence for individuals and societies. Here, we will continue to focus on the three case studies, while integrating examples from across the globe when possible to answer questions such as: *How are participants in violence held legally accountable for their crimes? How do victims and witnesses to violence remember their experiences? How do societies commemorate difficult pasts? Why do some people and states deny or repress the facts of violent histories? How have art and literature grappled with the legacies of trauma? How can we intervene in ongoing conflicts or prevent violence in places where it is likely to occur?*

### LEARNING OUTCOMES

By the end of this course students should be able to:

- Define and distinguish various forms of political violence.
- Understand debates and controversies around the antecedents, dynamics, and consequences of political violence.
- Recognize and understand disciplinary and methodological differences in how social sciences, history, and literary and cultural studies approach the question of political violence.
- Gain in-depth knowledge about at least three distinct case studies of violence from different regions of the world.
- Develop familiarity with a variety of research methodologies, including the use of library resources to identify and locate relevant primary and secondary sources.
- Write analytical and research papers in accordance with various disciplinary traditions.

## Making Sense of Violence

**GRADUATE STUDENT INSTRUCTORS**

TBA NAME	DEPT TBA	EMAIL TBA	OFFICE HOURS TBA

**DISCUSSION SECTIONS (2 hours once a week)**

1A	DAY	TIME	TIME	ROOM TBA	No.	Instructor TBA
1B						
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1K						
1L						

**DISCUSSION SECTION EXPECTATIONS**

Attendance at section meetings is required.

- You are expected to participate in discussion in an informed and intelligent manner; doing so will significantly improve your overall grade for the course.
- You must attend the section in which you are enrolled.
- Three (3) or more missed sections will result in a failing grade for the course.
- A failing grade for “section participation” will also result in course failure.

**GRADE DISTRIBUTION**

<i>Section participation</i>	<b>25%</b>	Attendance is taken; missing more than 3 sections will result in a failing grade for section and affect the course grade.
<i>History Paper</i>	<b>25%</b>	5 page essay.
<i>Social Science Paper</i>	<b>25%</b>	5 page essay.
<i>Final</i>	<b>25%</b>	In-class final during finals week.

## Making Sense of Violence

<b>ASSIGNMENTS AND GRADING</b>	
<i>Exams</i>	<ul style="list-style-type: none"> <li>• There are no midterms in either term.</li> <li>• There will be an in-class final both fall and winter quarter to be administered during finals week.</li> <li>• The final will be cumulative only for the quarter in which it is given.</li> </ul>
<i>Paper topics:</i>	<ul style="list-style-type: none"> <li>• For each paper, requirement and expectations will be explained in a detailed handout posted on the course website</li> <li>• The essays should conform to the academic conventions stipulated by the paper topic. You must thoroughly document all sources: including any persons or writings from which you have derived any of your ideas, sources, or wordings.</li> <li>• Papers will be penalized one-third of a grade (B+ to B, for example) for each day of lateness with the exception of the Peer Review Workshop Draft (which must be completed on time).</li> <li>• No papers will be accepted more than one week late.</li> </ul>
<i>Grading:</i>	<ul style="list-style-type: none"> <li>• In any of the grading categories where percentages appear, it is possible to receive a zero (out of one hundred), which would do serious damage to your overall grade.</li> <li>• You also need to complete all written assignments to pass the course.</li> <li>• No Incompletes will be given except under extraordinary circumstances.</li> <li>• The grading will be done by the TA, under the supervision of the faculty.</li> </ul>
<i>Submitting assignments:</i>	<ul style="list-style-type: none"> <li>• Assignments are submitted through Turnitin.com by the deadline in the assignment instructions.</li> <li>• Once the paper is turned in to Turnitin.com, it cannot be revised further.</li> <li>• Directions will be provided on when and where to submit hard copies of assignments.</li> </ul>
<i>Cheating or plagiarism:</i>	<ul style="list-style-type: none"> <li>• Any cheating or plagiarism will be dealt with mercilessly; suspected cases are automatically forwarded to the Dean of Students, as mandated by the university.</li> <li>• If the dean determines that cheating or plagiarism has occurred, you will automatically receive a zero (out of one hundred) for that assignment with no opportunity to improve the grade.</li> </ul>
<i>Grade issues</i>	<ul style="list-style-type: none"> <li>• If you have concerns about a grade, first consult your TA following any guidelines that your TA has provided. Email your TA within 1 week of receiving a grade.</li> <li>• If the issue is not resolved, you may consult Professor McBride. Email within 1 week of finishing your consultation with your TA. In your email, explain your reasons for requesting a review of your grade; emphasize the merits of your work.</li> </ul>

## Making Sense of Violence

**EXTRA-CURRICULAR ACTIVITIES**

<i>Film Screenings</i>	There will be two film screenings per quarter. The films will be shown in the evening at DeNeve. The class will have dinner together beforehand. The films and weeks shown are listed below in the schedule. Attendance is mandatory.
<i>Medical School Roundtable</i>	During the fall quarter, there will be a roundtable with faculty from the medical school who will discuss issues related to trauma and violence. Attendance is mandatory.
<i>Law School Roundtable</i>	During the winter quarter, there will be a roundtable with faculty from the law school who will discuss topics related to international law and war crimes. Attendance is mandatory.

**REQUIRED TEXTS AND MATERIALS**

- Art Spiegelman, *The Complete Maus* (New York: Pantheon Books, 1991)
- All articles and other materials will be available on the CCLE course website: TBA

**Lecture Schedule**

(Note: schedule and readings are subject to change. Check the syllabus and website frequently)

**Winter Quarter Topic Schedule**

Part 1: How do Genocides end? Week 2

Part 2: The Problem of Accountability and Justice, Weeks 3-5

Part 3: Trauma and Testimony, Week 6

Part 4: Remembering and Forgetting Violence, Weeks 7-8

Part 5: Cultural Responses to Violence, Week 9

Part 6: What can you do?, Week 10

**Week 1 • January 6 and 8 • Introductions**January 6: Introduction (McBride)

Summary: Recap of major themes in first quarter and introduction to the second quarter, with a focus on the aftermath of political violence.

Readings: No readings.

January 8: Library Orientation Lecture (TBA)

Summary: The cluster's library liaison will come speak to the class about doing research in the library in preparation for the next two papers.



## Making Sense of Violence

### Readings:

- TBA by librarian.

### Section Work:

- Review first quarter.
- Discuss information about doing research in the library.
- The History Paper prompt will be distributed this week; discuss any questions in section.

### Assignments:

- No assignments due.

## **Week 2 · January 13 and 15 · Part 1: How do Genocides End?**

### January 13: Ending Genocide: Comparative Case Studies (McBride)

Summary: A comparative lecture that touches on two of our case studies, Rwanda and the Holocaust, in addition to other examples about how political violence ends.

#### Readings:

- David Chandler, “International Justice,” *New Left Review* (Nov/Dec 2000), p.55-66.
- Samantha Power, “Raising the Cost of Genocide,” in Nicolaus Mills and Kira Brunner, eds., *The New Killing Fields: Massacre and the Politics of Intervention*, p.245-264.
- “The Responsibility to Protect,” *Report of the International Commission on Intervention and State Sovereignty*, December 2001. Excerpts TBA.
- Review website: <http://www.responsibilitytoprotect.org/>

### January 15: Ending Genocide: The Unusual Case of East Timor (Robinson)

Summary: An account and analysis of the 1999 UN-sponsored intervention that brought an end to the Indonesian genocide in East Timor.

#### Readings:

- Amnesty International, “As Violence Descended: Testimonies of East Timorese Refugees,” London, October 1999, p.1- 14.
- Geoffrey Robinson, *If You Leave Us Here We Will Die: How Genocide Was Stopped in East Timor* (2010), p.1-20 and 185-204.

### January 15: Film Screening, *Justice of Nuremberg*, dir. Stanley Kramer (1959) (2:59)

Location: De Neve Auditorium

Summary: Courtroom drama depicting the Nuremberg Trials of 1948 to hold the Nazi regime accountable for its crimes.

## Making Sense of Violence

### \*Section Work:

- Discuss readings.
- Field any questions about the History Paper.

### \*Assignments:

- Work on annotated bibliography for History Paper.

## **Week 3 · January 20 and 22 · Part 2: The Problem of Accountability and Justice**

### January 20: Transitional Justice Overview (McBride)

Summary: In response to political violence, international organizations and local communities have developed methods to confront past crimes. This week, we will review some of these methods and discuss their efficacy in different contexts.

#### Readings:

- International Center for Transitional Justice (ICTJ): <https://www.ictj.org/> (selection TBA).
- Cyanne E. Loyle and Christian Davenport, “Transitional Injustice: Subverting Justice in Transition and Postconflict Societies,” *Journal of Human Rights* 15, no.1 (2016): 126-149.
- Roman David, “What We Know About Transitional Justice: Survey and Experimental Evidence,” *Advances in Political Psychology* 38, no.1 (2018): 151-172.

### January 22: The Holocaust on Trial: Nuremberg and Eichmann (Rothberg)

Summary: Discussion of legal responses to Nazism and the Holocaust with a focus on the Nuremberg Trials and the Eichmann Trial.

#### Readings:

- Lawrence Douglas, “The Shrunken Head of Buchenwald: Icons of Atrocity at Nuremberg,” *Visual Culture and the Holocaust*, p.275-299.
- Hannah Arendt, “The House of Justice,” *Eichmann in Jerusalem*, p.3-20.

### \*Section Work:

- Discuss readings.

### \*Assignments:

- Annotated bibliography due Friday by noon.

## **Week 4 · January 27 and 29 · Part 2: The Problem of Accountability and Justice**

### January 27: Victor’s Justice in Rwanda (McBride)

## Making Sense of Violence

Summary: In addition to International Criminal Tribunal for Rwanda, the country developed its own form of local community justice inspired by pre-colonial practices called *Gacaca*. We will discuss this method and its pros and cons.

### Readings:

- Hollie Nyseth Brehm, Christopher Uggen, and Jean-Damascène Gasanabo, “Genocide, Justice, and Rwanda’s Gacaca Courts.” *Journal of Contemporary Criminal Justice*. 30, no.3 (2014): 333-352.
- Laura Seay, “Rwanda’s gacaca courts are hailed as a post-genocide success. The reality is more complicated,” *Washington Post*, June 2, 2017.

### January 29: Truth and Justice? Indonesia and East Timor (Robinson)

Summary: Discussion of the efforts to seek of truth and justice for the victims of serious crimes in Indonesia and East Timor, with a focus on the structural obstacles faced, and the surprising success of civil society in overcoming some of those obstacles.

### Readings:

- David Cohen, “‘Justice on the Cheap’ Revisited: The Failure of the Serious Crimes Trials in East Timor,” *AsiaPacific Issues*, no. 80 (2006), selected pages.
- Geoffrey Robinson, *The Killing Season*, p.264-291.

### Section Work:

- Discuss readings.
- In section peer review of History Paper drafts.

### Assignments:

- Draft of History Paper due by time of your section.

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## **Week 5 • February 3 and 5 • Part 2: The Problem of Accountability and Justice**

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### February 3: Sexualized Violence as War Crime (Luft)

Summary: Rape and other forms of sexualized violence weren’t always considered a war crime. This week discusses what causes wartime sexual violence and how it became a crime.

### Readings:

- Dara Kay Cohen, Ragnhild Nordås, and Elizabeth Wood, “Four things everyone should know about wartime sexual violence,” *Washington Post*, June 9, 2014.
- Mark Ellis, “Breaking the Silence: Rape as an International Crime,” *Case Western Reserve Journal of International Law* 38, no.2 (2007): 225-247.
- “Shattered Lives: Sexual Violence during the Rwandan Genocide and its Aftermath” *Human Rights Watch*, September 1996.
- Film clip, “The Uncondemned” (<http://www.theuncondemned.com/>)

## Making Sense of Violence

### February 5: Women's Political Mobilization after Genocide (Luft)

Summary: Rwanda currently has the highest number of women in parliament in the world, but Rwanda is not unique: across the board, countries that have experienced war have also experienced a rise in women's post-war political representation. What explains this paradoxical finding?

#### Readings:

- Marie Berry, *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina* (2018), Excerpts TBD.
- Marie Berry and Milli Lake, "Thematic Review: Gender Politics after War: Mobilizing Opportunity in Post-Conflict Africa," *Politics and Gender* (2017): 336-358.

#### \*Section Work:

- Discuss readings.

#### \*Assignments:

- Continue working on the History Paper.

### **Special Event:** Law School Roundtable, February 5, 6-9 pm, Location TBA

Summary: Discussion with two to three members of the UCLA Law School about issues related to international law and genocide. (Note: The final syllabus will reflect which faculty will participate and indicate a more specific topic).

## **Week 6 · February 10 and 12 · Part 3: Trauma and Testimony**

### February 10: Trauma: The Experience of Violence (McBride)

Summary: A discussion the trauma that victims of political violence can carry with them for the remainder of their lives. A focus on the medical understanding of trauma, as well as the politics of listening to and believing survivors of violence over the last century.

#### Readings:

- Cathy Caruth, "Introduction," *Trauma: Explorations in Memory*, p.3-12.
- Charlotte Delbo, "Days and Memory," in *The Holocaust: Theoretical Readings*, p.45-49.
- Judith Herman, *Trauma and Recovery*, p.7-32.

### February 12: Testimony: Bearing Witness to Atrocity (Rothberg)

Summary: What does it mean to witness atrocity? How has witness testimony--or our understanding of it--changed historically?

#### Readings:

## Making Sense of Violence

- Annette Wieviorka, “The Witness in History,” *Poetics Today*, p.385-397.
- Dori Laub, “An Event Without a Witness,” TBA.
- Marceline Loridan-Ivens, *But You Did Not Come Back* (short selections).
- In-class screening: selections from Jean Rouch and Edgar Morin, *Chronicle of a Summer* (1961) and Claude Lanzmann, *Shoah* (1985).

### \*Section Work:

- Discuss readings.
- Prompt for Literature Paper distributed.

### \*Assignments:

- Final draft of History Paper due by Friday, at noon.

## **Week 7 · February 17 and 19 · Part 4: Remembering and Forgetting Violence**

### February 17: Globalizing Holocaust Memory (Rothberg)

Summary: An exploration of how the Holocaust has been remembered in the US and across the globe.

#### Readings:

- Peter Novick, *The Holocaust in American Life*, p.1-15.
- Daniel Levy and Natan Sznaider, “Memory Unbound: The Holocaust and Formation of Cosmopolitan Memory,” *European Journal of Social Theory*, p.87-106.

### February 19: Indonesia 50 Years Later: Reflections on Silence and Fake News (Robinson)

Summary: A discussion of the reasons for the odd silence about the mass killings of 1965 in Indonesia more than 50 years after the fact; focusing on the ways in which trauma, propaganda, and fear combine to produce silence and inaction.

#### Readings:

- Ibu Marni, “I am a Leaf in the Storm,” *Indonesia* 47 (April 1989), p.49-60.
- Geoffrey Robinson, *The Killing Season*, p.306-313.

### \*Section Work:

- Discuss readings.

### \*Assignments:

- Continue work on Literature Paper.

## **Week 8 · February 24 and 26 · Part 4: Remembering and Forgetting Violence**

### February 24: Forced to Forget in Rwanda (McBride)

## Making Sense of Violence

Summary: One way Rwanda has dealt with its past is by legally prohibiting “Genocide Ideology,” a law that in practice, requires citizens to only speak of themselves as “Rwandan” instead of “Hutu” or “Tutsi.” We discuss the consequences of this strategy.

Readings:

- Marc Lacey, “A Decade after Massacres, Rwanda Outlaws Ethnicity,” *The New York Times*, April 9, 2004: <https://www.nytimes.com/2004/04/09/world/a-decade-after-massacres-rwanda-outlaws-ethnicity.html>.
- Susan Thomson, *Rwanda: From Genocide to Precarious Peace* (2018), Excerpts TBA.

### February 26: Intergenerational Transmission: The Arts of Postmemory (Rothberg)

Summary: Exploration of what it means to “inherit” traumatic memories through the family.

Readings:

- Art Spiegelman, *Maus I and II*.
- Marianne Hirsch, “The Generation of Postmemory,” *Poetics Today*, p.103-117.

### February 26: Film Screening, *The Look of Silence*, dir. Joshua Oppenheimer (2014) (1:43)

Location: TBA

Summary: A documentary about an Indonesian man who after sixty years confronts the killers of his brother during the Indonesian massacres of the mid-1960s.

\*Section Work:

- Discuss *Maus* and Hirsch article, which are important for the Literature Paper.

\*Assignments:

- Continue working on your Literature Paper.

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## **Week 9 · March 2 and 4 · Part 5: Cultural Responses to Violence**

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### March 2: “To Write Poetry after Auschwitz is Barbaric”: Literary Responses to Catastrophe (Rothberg)

Summary: An exploration of how political violence has been depicted in literature and of the challenges that violence poses to literature.

Readings:

- Theodor Adorno, short selections on “Poetry after Auschwitz.”
- Dan Pagis, “Written in Pencil in a Sealed Railway Car,” TBA.
- Paul Celan, “Death Fugue.”
- Boubacar Boris Diop, *Murambi: The Book of Bones* (selections)

## Making Sense of Violence

- Toni Morrison, *Beloved* (selections).

### March 4: Visualizing Violence: Film, Art and Photography (McBride)

Summary: An exploration of how political violence has been depicted in the visual arts, including film, art, and photography. Discussion of the particular challenges that violence poses to visual culture.

#### Readings:

- Barbie Zelizer, “Gender and Atrocity: Women in Holocaust Photographs” in *Visual Culture and the Holocaust*, p.247-274.
- Miriam Bratu Hansen, “Schindler's List is Not Shoah: Second Commandment, Popular Modernism, and Public Memory,” in *Visual Culture and the Holocaust*, p.127-151.

#### \*Section Work:

- Discuss readings.
- In section peer review of Literature Paper drafts.

#### \*Assignments:

- Rough draft of Literature Paper due by time of your section.

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### **Week 10 · March 9 and 11 · Part 6: What Can You Do?**

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### March 9: Lessons from the Past. Challenges for the Future (All)

Summary: A reflection on the major themes and issues we have covered in the course and discussion of the challenges we face in responding to and preventing future political violence and genocide.

#### Readings:

- Aliza Luft, “What we, as citizens, can do to fight genocide,” *Washington Post*. January 26, 2018.
- Samantha Power, *A Problem From Hell: America and the Age of Genocide* (2003), TBA.

### March 11: Wrap-up Lecture (McBride)

Summary: Overview of the quarter that pulls together various threads from the lectures.

#### Readings:

- No readings for this lecture.

#### \*Section Work:

- Discuss readings.

## Making Sense of Violence

**\*Assignments:**

- Final copy of your Literature Paper is due Friday, at noon.

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**Final Exam · Location and Time TBA**

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## Making Sense of Violence

**Campus Resources***Center for Accessible Education (CAE)*

<http://www.cae.ucla.edu>

If you have a disability that requires accommodations, register with the Center for Accessible Education (Murphy Hall A255).

Once you register with CAE, discuss accommodations with Professor Ortiz as soon as possible.

Disability Access Web: <https://accessweb.ucla.edu>

*Academic Advancement Program (AAP)*

<http://www.aap.ucla.edu>

If you are eligible for UCLA's Academic Advancement Program (AAP), sign up and use their services, including tutoring services and writing support.

*Undergraduate Writing Center (UWC)* <http://wp.ucla.edu/wc/>

Contact information: e-mail: [wcenter@ucla.edu](mailto:wcenter@ucla.edu) or phone: 310-206-1320. We encourage you to utilize the university writing resources,

Services offered:

In-person appointments: 50 mins, scheduled ahead of time

Walk-in appointments: 30 mins, on a first-come, first-serve basis

Online writing facilitation: scheduled ahead of time, 50 mins

Locations:

A61 Humanities: Mon-Thurs 10 am-6 pm; Fri 10 am-3 pm

Reiber 115: Sun-Thurs, 7-9 pm, for on-campus residents

Powell 228: Sun-Thurs, 6-9 pm, help with research and writing

*UCLA Library*

UCLA Library has resources to help you to identify relevant sources, get to them easily, and critically evaluate their content.

Library research guide for GE Cluster 48: TBA  
Annie Pho is Inquiry and Instruction Librarian for Peer Services and Public Programs of Powell Library

Annie Pho's email: [apho@library.ucla.edu](mailto:apho@library.ucla.edu)

Annie Pho's appointment link is:

<http://calendar.library.ucla.edu/appointment/17751>

TBA is the Embedded Inquiry Specialist who can help with research and writing

TBA office hours: Tuesdays 2-4 pm and

Thursday 2-3 in Powell Library

TBA email

TBA appointment link is:

*Library Tours*

UCLA Library provides tours and orientations to Powell Library as part of GE Cluster program.

Tours are 20-60 minutes in duration.

Guided tours with open sign-ups are found in [CCLE](#).

Students pick a date and time to take the tour and sign up via [CCLE](#).

Meet tour guide in Powell entrance foyer.

For self-guided tour, students retrieve a tour map from Powell Library entrance foyer; then proceed through the building at your own pace.

Tour guides you to the main service points in Powell including where to meet Embedded Inquiry Specialist for appointments.

Tours in Winter 2010 are available: TBA

*Bruin OnLine (BOL)*

Problems with online access or UCLA email, contact: [Bruin OnLine consult@ucla.edu](mailto:BruinOnLineConsult@ucla.edu)

Accounts available at: <http://www.bol.ucla.edu/services/accounts/>

## Literatures of Trauma

**GE48 Spring Seminar Example:** Seminars for the cluster course will be created summer/fall 2020 as is protocol; this is just an example of what one may look like for our course.

**Spring 2020**

**Date and Time TBA**

**Instructor: TBA**

**Office hours: TBA**

Since the 1990s, trauma has emerged as an important concept in literary and cultural studies. We will begin by exploring the rise of trauma theory, an approach meant to shed light on the event and aftermath of extreme violence. Working from the founding texts of the field as well as recent critiques and revisions, we will address the contributions a theory of trauma can make to understanding modern histories and literatures of violence. Because such a theory seeks to describe a kind of violence that persists beyond an initial event, memory also becomes a central notion in approaches to trauma. Trauma both troubles ordinary memory and seems to call for new forms of remembrance, testimony, and witness as part of strategies of working through and confronting violence. Once we have established trauma, memory, and testimony as key categories, we will read, view, and discuss a variety of literary, cinematic, and artistic works that respond to different types of trauma, ranging from sexual violence, through war, slavery, colonialism, and the Holocaust, to climate change.

### Required Texts

- Martin Amis, *Time's Arrow*
- Alison Bechdel, *Fun Home*
- Bessie Head, *A Question of Power*
- Patrick Modiano, *Dora Bruder*
- Toni Morrison, *Beloved*
- *Course Reader* (available at UCLA Bookstore) [CR]

### Syllabus

#### Week 1, April 3: Introduction

- Short readings (distributed in class):
  - Cathy Caruth, "Trauma and Experience" [selections]
  - Dori Laub, "Bearing Witness or the Vicissitudes of Listening" [selections]
  - Dan Pagis, "Written in Pencil in the Sealed Railway-Car"
  - M. NourbeSe Philip, "Zong #1"
  - Tim O'Brien, "Good Form"

#### Week 2, April 10: Contemporary Trauma Theory

- Cathy Caruth, “Introduction: The Wound and the Voice” (from *Unclaimed Experience: Trauma, Narrative, and History*) [CR]
- Alan Gibbs, “Introduction: The Trauma Paradigm and Its Discontents” (from *Contemporary American Trauma Narratives*) [CR]
- Claudia Rankine, “The New Therapist Specializes in Trauma Counseling” (selection from *Citizen: An American Lyric*)
- Bharati Mukherjee, “The Management of Grief”
- Sherman Alexie, “The Game between the Jews and the Indians Is Tied Going into the Bottom of the Ninth Inning”

### Week 3, April 17: Deep Memory and the Ghosts of the Past

- Charlotte Delbo, selection from *Days and Memory*
- Toni Morrison, *Beloved* (pp. 1-195)
- Alex Karp, “Slavery and the University,” *New York Review of Books*, February 7, 2018. Online: <http://www.nybooks.com/daily/2018/02/07/slavery-and-the-american-university/>.

### Week 4, April 24: From Trauma to Mourning

- Toni Morrison, *Beloved* (pp. 199-324)
- Seth Moglen, “On Mourning Social Injury” [CR]

### Week 5, May 1: The Perpetrator Experience

- Sue Vice, “Exploring the Fictions of Perpetrator Suffering” [CR]
- Martin Amis, *Time’s Arrow*
- Erin McGlothlin, “Theorizing the Perpetrator in Bernhard Schlinck’s *The Reader* and Martin Amis’s *Time’s Arrow*” [CR]

### Week 6, May 8: Postmemory and Intergenerational Transmission

- Patrick Modiano, *Dora Bruder*
- Judith Greenberg, “Trauma and Transmission: Echoes of the Missing Past in *Dora Bruder*” [CR]

### Week 7, May 15: Trauma in Comparative Perspective

- Lilian Friedberg, “Dare to Compare: Americanizing the Holocaust” [CR]
- Sherman Alexie, “Inside Dachau” and “Fire as Verb and Noun”
- Tiffany Midge, “After Viewing the Holocaust Museum’s Room of Shoes and a Gallery of Plains’ Indian Moccasins: Washington, D. C.”
- Joanelle Romero, *American Holocaust: When It’s All Over I’ll Still Be Indian* (film clip; in-class screening)
- Mike Pepples, “Dachau Concentration Camp: Tribute” ([YouTube video](#); in-class screening)

### Week 8, May 22: Queering Trauma and Visual Culture

- Alison Bechdel, *Fun Home*
- Ann Cvetkovich, “Drawing the Archive in Alison Bechdel’s *Fun Home*” [CR]
- Recommended: Hillary Chute, “An Interview with Alison Bechdel”

#### Week 9, May 29: Postcolonial Trauma

- Irene Visser, “Decolonizing Trauma Theory: Retrospect and Prospects” [CR]
- Bessie Head, *A Question of Power*

#### Week 10, June 5: Future-Tense Trauma

- Jeff Nichols, *Take Shelter* (film; **watch prior to class**)
- E. Ann Kaplan, “Trauma Studies Moving Forward: Interdisciplinary Perspectives” [CR]
- Paul Saint-Amour, “Waiting for the Bomb to Drop”

### Requirements

#### **1. Attendance, Participation, Position Paper, and Responses [25% of final grade]**

##### *Attendance*

Because we only meet once a week, *regular attendance* is necessary. You are expected to attend every meeting of the class and to arrive on time at the beginning of class. If you miss more than one class (or are regularly late), your class participation grade will suffer. Absences for serious illnesses, family emergencies, etc. may be excused only when documented. Whether the absence is excused or unexcused, you are responsible for making up missed work and for determining whether you have missed a new assignment. If you know you are going to be absent ahead of time, we always appreciate knowing of it.

##### *Participation*

Although we will give some short lectures, most of our class meetings will be based on discussion. You are expected to *participate regularly* in class discussion. The more you engage with the material through discussion with us and your classmates, the better you will do in this course. Participation can come in the form of comments or questions. In a course like this, there are no dumb questions! Don’t be shy about asking for clarifications. Having completed all *required readings* before the beginning of class and bringing the texts to class are also essential and considered part of class participation. Joining the class discussion is the easiest way of making clear that you have done the reading. It goes without saying that we should always treat each other with respect during our discussions. This is particularly important in a class on the phenomenon of trauma because we will be discussing some sensitive and troubling issues.

##### *Position paper*

Over the course of the quarter every student will write one position paper dealing with the assigned material for the week that he or she will post on the discussion forum on the course website. On the first day of class you will be assigned a week for your position paper.

These papers should consider ways in which the assigned literary texts and the theoretical readings intersect, while keeping in mind the overall course focus on exploring how literature bears witness to trauma. You are not required to discuss all texts assigned for your week, but you should always bring together a literary example with a critical or theoretical text.

Make sure to include close reading of the literary text and to support your analysis with textual evidence (citations from the texts). Your paper should engage substantively with key concepts and ideas from the primary or secondary readings, identify and comment on striking passages or motifs, make connections with the class discussions, reflect on your reading experience, and/or raise questions or topics for debate. Avoid generalizations, and respond as concretely and specifically as possible to the readings.

Position papers should be between 500 and 600 words and should remain focused on the texts assigned for the class. Be sure to break them up into paragraphs for easy reading. Check your grammar, word choice, spelling, and punctuation. Be ready to elaborate on your posts in class.

Position papers should be posted on the course website **by midnight on the Sunday before the class** in which we will be discussing the assigned readings. Late posts will not be accepted. Do not create new threads yourself but post in the existing thread devoted to the texts to be discussed in a particular week.

You will notice that we have also set up a thread for general discussion: what you can post there are links to current news stories related to the course content, announcements of relevant cultural events, etc. These posts will not “count” for anything but can enrich the course experience.

### *Responses*

Each student will also be expected to respond to at least one position paper (or another response) each week when they are not writing a position paper (except for Week 1; i.e. eight times during the course of the quarter). This involves posting a short response (50-200 words) to a position paper written by another student or to a discussion that has evolved out of a position paper. Make sure to quote the relevant passage(s) from the post(s) you are responding to and to identify the author by name. Respondents should engage succinctly yet substantively and in a constructively critical manner with the post, raising questions, opening up alternative perspectives, and providing further food for thought and discussion. It is fine to disagree, but please be sure to keep responses respectful and polite—especially because we will often be dealing with difficult and sensitive topics that have strong personal dimensions. Responses should be on the site **by midnight the night before class**.

*All students are expected to read all the position papers and responses on the course website before coming to class!*

## **2. Formal Papers [2 x 25% = 50% of final grade]**

There will be two formal papers of 6 pages. The first will be due on May 4 (the Friday of Week 5) and the second will be due on May 25 (the Friday of Week 8). Each assignment will ask you to combine close reading and theoretical reflection by analyzing one or more literary texts in conversation with works of trauma theory that we have assigned. More details will be given in class.

All formal papers should be double-spaced with normal one-inch margins, and should use Times New Roman 12-point font. Late papers will be penalized one part of a grade for each day they are late (i.e. an A becomes A-, an A- becomes B+, etc.). Papers should be uploaded to the CCLE course website by the specified date. Extensions will only be given when requested at least 48 hours before the due date and with a documented reason describing why the extension is necessary. All written work must be completed in order to pass the course.

## **3. Final Exam [25% of final grade]**

There will be a final exam during exam week on Wednesday, June 13 from 8:00 - 11:00 a.m. The exam will combine short-answer and essay questions, and will cover material from the entire quarter. We will review for the exam in class during the last two weeks of the quarter.

### **Plagiarism**

We take plagiarism and academic integrity in general very seriously. Any student found to have plagiarized on a paper will receive a grade of F for that paper. The UCLA Student Conduct Code (<http://www.deanofstudents.ucla.edu/Student-Conduct-Code>) defines plagiarism as follows:

#### **102.01c: Plagiarism**

Plagiarism includes, but is not limited to, the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the Student's original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the Student's own previous work as if it were the Student's original or new work.

### **Access Issues**

UCLA is dedicated to facilitating equal access for students with disabilities and to cultivating a campus culture that is sensitive and responsive to the needs of its students. Please let us know, either through the Center for Accessible Education (<http://www.cae.ucla.edu>) or by contacting us personally, if you need any special accommodations.

### **Note on Electronic Devices**

Please silence and put away all cell phones for the duration of the class. We will have a break in the middle of each class session when you may check your phones.

Tablets and laptops may only be used for reading course materials and taking notes. Anyone who uses their devices for non-class-related reasons will be asked to refrain from bringing electronic devices to class. Studies show that such devices can be distracting both for those who use them and for other students in the class. Please be respectful of us and of your classmates!