

HIST 1816G 2019
Histories of Violence
Dr. Amy Bell



Course Instructor: Dr. Amy Bell

Contact: abell44@uwo.ca

Class Meets: V210

Wed 9:30-11:30 Lecture and discussion of reading

Fri 9:30-10:30 Analysis of primary sources

Office hours: Fri 10:30-1:30 or by appointment

Office V130, Telephone extension 293

INTRODUCTION

What defines an action as violent? How have these definitions of violence in past societies changed over time? How do we interpret violent acts in the past without either condemning them or acting as passive observers? This course will explore these questions using the historiographical tools from broader political and social histories. Beginning with the broad debates in the histories of violence, we will then examine examples of violence from the classical and modern periods, looking at warfare, everyday violence, assassination, suicide, duels, infanticide, paramilitary violence and terrorism.

This first year course is designed to offer a foundation in the basics of historical analysis: how to read a scholarly article, how to recognize and analyze a primary source, how to compare historical events and themes across time and space, how to write a convincing argument, and how to recognize and appreciate the complexities, vulnerabilities and passions of people from the past.

Course Objectives

The course is designed to help you:

1. Recognize and define major themes in recent scholarship on histories of violence and how they relate to other genre of history;
2. Develop research skills using the library, digital repositories and a variety of materials;
3. Read and analyse primary sources in ways that recognize their value, and their limitations;
4. Question and evaluate historiographical debates across a range of topics covered in the course;
5. Articulate your own critical views, both in class discussion and in written work;
6. Consider the contemporary relevance and importance of engaging with histories of violence.

Since learning is a collaborative process, students will also set their own learning objectives based on their approach to the material and aims for the course.

PLEASE NOTE: This course will explore ideas and events that may be shocking, distressing, or offensive to some students. Images and accounts of violence, sexual violence and atrocities are part of this court content, as noted by week in the syllabus (and not in verbal warnings). In exploring these matters, the instructor aims to foster students' ability to analyze, critique, and synthesize information in thorough and thoughtful ways for what these examples can tell us about histories of violence.

Antirequisite(s): none

Prerequisite(s): none

Assignments and Assessment

Participation in tutorials and lectures, including five article summaries				20%
800 wd. Primary Source Analysis	Feb	13th	30%	
400 wd. In-Class Workshop	Mar	6th	10%	
In-Class Essay Test	Mar	13th	20%	
600 wd. Historiographical Summary	Apr	5th	20%	

Participation:

In this introductory class, **your participation is required**, and is weighted at 20% of your final grade. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. Participation is pro-rated on attendance; i.e. if you attend 60% of classes that is your maximum

mark. Attendance of fewer than 50% of classes results in a mark of zero. Participation marks **cannot be made up or accommodated in any other way** other than participation in class. Components of the participation grade will include: **weekly written assessment of readings**, reference to the readings and course material, participation in field trips and in-class workshops, small-group discussion, bringing in newspaper articles and/or historical objects for class discussions, and **general participation in class discussion**.

Bonus points (1% on your final mark, to a maximum of 3%) will be periodically available throughout the year for attendance at special lectures and events hosted by the History Department.

A recent study by Faria Sana, Tina Weston, and Melody Wiseheart suggested that multitasking on a laptop hindered classroom learning for both users and nearby peers, lowering grades by 11% and 17% respectively.¹ Inappropriate use of technology in the classroom is also a form of anti-participation and will affect marks accordingly.

Detailed descriptions of the other assignments will be found on separate handouts.

Class Schedule and Readings

1. Jan 9-11: **Introduction**
2. Jan 16: **Lecture: Histories of Violence**
Reading: Ian Kershaw, "War and Political Violence in Twentieth-Century Europe", *Contemporary European History*, 14, 1 (Feb., 2005), 107-123. (J-Stor)
Jan 18: **Primary Sources:** Survey of sources and discussion of first assignment
3. Jan 23: **Lecture: Crime Records for Historians**
Reading: Thomas W. Africa, "Urban Violence in Imperial Rome", *The Journal of Interdisciplinary History*, 2:1 (Summer, 1971), 3-21 (J-Stor)
Jan 25: **Primary Sources:** Roman Gladiators
4. Jan 30: **Lecture: Male Ritual Violence, Honour and Duelling**
Reading: Robert Shoemaker, "The Taming of the Duel: Masculinity, Honour and Ritual Violence in London, 1660-1800" *The Historical Journal*, 45:3 (Sep., 2002), 525-545 (J-Stor)
Feb 1: **Primary Sources:** Duels from the Proceedings of the Old Bailey 1674-1913,
<https://www.oldbaileyonline.org/>

¹ Faria Sana, Tina Weston, Nicholas J. Cepeda, "Laptop multitasking hinders classroom learning for both users and nearby peers," *Computers & Education*, 62 (March 2013), 24–31, <http://dx.doi.org/10.1016/j.compedu.2012.10.003>

5. Feb 6: **Lecture: Female Violence and Infanticide**
Reading: Laura Gowing, "Secret Births and Infanticide in Seventeenth-Century," *Past & Present*, 156 (Aug., 1997), 87-115. (J-Stor)
Feb 8: **Primary Source:** Newspaper Records

6. Feb 13: **Lecture: Were Suffragettes Terrorists?**
Reading: C. J. Bearman, "An Examination of Suffragette Violence" *The English Historical Review*, 120: 486 (2005). (Wlib)
*****Primary Source Analysis Due 30%*****
Feb 15: No Class

7. **February 18-22: Study Break**

8. Feb 27: **Lecture: Community Violence**
Reading: Michael J. Pfeifer, "The Origins of Postbellum Lynching: Collective Violence in Reconstruction Louisiana" *Louisiana History* 50: 2 (Spring, 2009), 189-201. (J-Stor)
Mar 1: **Primary Source:** Lynching Photographs

9. Mar 6: **Lecture: Homicides, Police Records and Statistics**
Reading: Eric H. Monkkonon, "Homicide in Los Angeles, 1827-2002", *Journal of Interdisciplinary History*, 36: 2 (Autumn, 2005), 167-183 (J-Stor)
Mar 8: **Primary Sources:** Crime Scene Photographs
*****In Class Assignment on Reading a Photograph 10%*****

10. Mar 13 **Lecture: Paramilitary Violence and Assassination**
Reading: Julia Eichenberg, "The Dark Side of Independence: Paramilitary Violence in Ireland and Poland after the First World War", *Contemporary European History*, 19:3, (August 2010), 231-248 (J-Stor)
Mar 15: ***** In Class Test 20%*****

11. Mar 20 **Primary Source: "Operation Valkyrie"** (film)
Mar 22: **Film Discussion**

12. **Mar 27: Lecture: Violence to the Self: Suicide**
Reading: Christian Goeschel, "Suicide in Nazi Concentration Camps, 1933-9," *Journal of Contemporary History*, 45:3 (July 2010), 628-648. (Wlib)
Mar 29: The Suicide of Ida Craddock, <http://www.idacraddock.com/>

13. Apr 3: **Conclusion**

Apr 5: *****Historiographical Summary Due 20%*****

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.²

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West*

² They should be in Arabic, not Roman numerals or letters.

Germany, 1949-1968, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://history.utoronto.ca/undergraduate/learn-more/essay-writing-guide> . Accessed December 6, 2018.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this

course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and

duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From

these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>