

KNW 2315/ Ethnoviolence: Interdisciplinary Perspectives

J-Term 2019
January 7-11 & January 14-16
9am-12pm & 1pm-4pm
Classroom: 244 ULEE

*This course is eligible for credit toward the Major and Minor in Human Rights

Instructor: Dr. Ben Voth, associate professor of Corporate Communication and Public Affairs and Director of Debate

Department: Corporate Communication and Public Affairs

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The First amendment prevails in this class:
Congress shall make no law

respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. [emphasis added]

There is NOT a policy against micro-aggressions for this class. There is NOT a right to NOT be offended. It is entirely possible, probable and good that you will hear arguments that are in disagreement with your own and in your own view “offensive.” There will not be an enforcement to silence individuals with whom you disagree. To do so, would be violation of their civil rights. As with all rights, the civil right of first amendment free speech is not absolute. It will however be pursued in this classroom to the highest of professional academic standards so as to maximize rather than discourage critical thinking. If you have questions or concerns about this classroom policy, please speak with professor Voth.

This course is a continuation of James Farmer Jr’s visions for human freedom enacted in pedagogies like those of Freedom Summer 1964. Please do not pursue this course as a mechanism for silencing others. This ethical value is central to good university and collegiate educational missions.

COURSE DESCRIPTION: This course examines the endemic problem of human ethnoviolence. The human propensity to harm and deprive our fellow human beings is examined through interdisciplinary lenses such as sociology and communication. An emphasis is made toward understanding contemporary human rights problems. The course aims to transform the student from uninformed, silent and reticent to s informed and empowered to speak out and actively seek progress on these questions through constructing and implementing individual efforts as well as social policy that alleviates violations of human rights such as:

- * genocide;
- * human trafficking and slavery;
- * political persecution, incarceration and execution;
- * hunger, malnutrition, and starvation;
- * inadequate health care; and
- * other forms of human cruelty.

COURSE OBJECTIVES: By the end of the course students should be able to:

- * understand how the disciplines of communication and sociology differs as well as overlap in their theories, research methods and approaches to ethnoviolence.
- * develop critical media literacy through examining both mainstream and alternative media on ethnoviolence
- * comparatively analyze case studies of ethnoviolence over time and around the globe
- * develop practical, humane and ethical solutions for alleviating or ending ethnoviolence
- * understand competing perspectives on human rights questions
- * utilize technology to produce short videos for better communicating human rights problems
- * understand the interpretive rules governing public expression and the critical processes useful for persuasive messages.

STUDENT LEARNING OUTCOMES

Oral Communication, Human Diversity, and Information Literacy

Foundation/Ways of Knowing

Proficiencies and Experiences/ Oral Communication

Students will engage in substantial activities, inside or outside the classroom, that develop oral communication skills, such as arguing a position, presenting spontaneous ideas, presenting reports and projects, or performing presentations and speeches fluently.

Proficiencies and Experiences/ Human Diversity

The Human Diversity proficiency requirement challenges students to explore in a reflective way basic issues related to race, ethnicity, gender, or societal difference. This requirement may be satisfied by taking courses or participating in on- or off-campus projects which bring together aspects of human diversity in a creative and meaningful way. It is recommended that students complete this requirement in their first year.

Courses that satisfy the HD proficiency include graded coursework that requires you to explore in a reflective way basic issues related to race, ethnicity, gender, or societies in the developing world. This focus should be central to course content and not an isolated or peripheral unit. Human Diversity activities must be sustained over time and include a reflective component.

Proficiencies and Experiences/ Information Literacy

Satisfying the Information Literacy proficiency requires students to engage in independent research, data generation and/or analysis, or identifying, evaluating, and using material data beyond what is provided by the professor or covered in class.

Human Diversity:

- 1a. Students will demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

Assessment tool: Students will take regular five question quizzes on global current events. Those scores will be compiled into an overall performance assessment.

Student's attendance at lectures on "historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments."—will be recorded.

Oral Communication:

2. Students will use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

Assessment tool: A rubric will assess a 5-10 minute oral presentation. The rubric will be provided in advance and be returned to the student with evaluation comments.

Students will engage in substantial activities, inside and outside the classroom, that develop oral communication skills, such as arguing a position, presenting spontaneous ideas, presenting reports and projects, or performing presentations and speeches fluently. Students are required to complete an Oral Communication Proficiency and Experience.

Daily Lesson Plan

Introductory quiz on current events: 8-10 questions

Lecture 9:30 - Noon

Noon- 1pm Lunch on your own

1pm -4pm Lecture Part 2

REQUIRED READINGS AND VIEWINGS:

The Rhetoric of Genocide: Death as a Text— Ben Voth, 2014 Lexington Books

A Problem from Hell— America and the Age of Genocide— Samantha Power 2002.

Eliminationism: Worse than War: Daniel Goldhagen 2009.

James Farmer Jr.: The Great Debater 2017. Ben Voth Lexington Books

Film: The Great Debaters: Denzel Washington 2007

COURSE GRADE:

The course grade is weighted with the following point assignments:

1. Oral in-class research presentation (200)
2. E-Chapter on Ethnoviolence (300)
3. Video- downloaded on YouTube (100).
4. quizzes current events relating to ethnoviolence (300)
5. Pre semester reading quiz (100)

A = 940 and above

A- = 930 to 900

B+ = 899 to 870

B = 869 to 840

B - = 839 to 800

C+ = 799 to 770

C = 769 to 740

C- = 739 to 700

D+ = 690 to 670

D = 669 to 640

D- = 639 to 600

F= below 600

1. Required assignment of preparatory reading or work prior to course

Students must complete this assignment prior to course attendance. This reading will be assessed with a 20 question multiple choice quiz at the beginning of the course. Read the following portions of the Apple eBook on Ethnoviolence from 2018 at the following link:

<https://itunes.apple.com/us/book/ethnoviolence-2018/id1346454470?mt=11>

Introduction

Rwandan & Holocaust Propaganda
Two Lynchings
Rhetoric of Hindu Genocide
Anglophone Crisis in Cameroon
Theater and Ethnoviolence
Japanese Aggression in Asia

COURSE SCHEDULE

M 1/7 9am-12pm, *Cover syllabus, Introduction to Ethnoviolence*

Rhetoric

First Amendment

Southern

Methodist

King's dream

What is genocide?

The Holocaust Project at USHMM

Who are you?

1pm-4pm Structural Violence: Social Pathologies of Contemporary Civilization-

Global Good news-Voth

The Holocaust— The Archetypal act of Ethnoviolence

The Holocaust and Intellectual Elitism

Israel and Global Antisemitism

T 1/8 9am-12pm *Holocaust and Communism*

quiz 1

Holocaust Museum Dallas

1-4pm Dealey Plaza— the Killing of Kennedy

The Killings of Communism

Stalin & Mao

Micah Johnson and the Dallas Police Killings

W 1/9 9-12 *Religion and Ethnoviolence*

quiz 2

Religion as perpetrators Christianity/ Islam/ Hinduism/ Judaism Power- Ch 6-9

Religious as victims

Religious as heroes

The dangers of secular fundamentalism

1pm-4pm Christianity as Critique of Global Ethnoviolence

Public killing of the innocent

Women and Christianity

Methodism and Global Change

TR 1/10 9am-12pm Rwanda & Africa (voth)

Intro-Ch5

Readings

Voth ROG 1,2,8

ROG introduction

Power- Intro, Ch1, ch2

Farmer intro- Chapter 3

Voth ROG 4-6

ROG Appendix

Power- Ch 3-5

Voth ROG 7,9,10

Goldhagen

quiz 4
submit partial essay draft
Colonialism and Africa

Farmer- Chapter 4-12

Friday 1/11 9am-12 *Anti Black Ethnoviolence & James Farmer Jr. the Great Debater*
Marshall, Texas and Wiley College

quiz 3

Voth ROG 11-13

Power- Ch 10-12

Great Debaters & Freedom Summer: Debate As Transformative Pedagogy In Civil Rights
(Voth)

Monday January 14 9am-12pm RHETORIC ON TERRORISM at the **Bush Library**
Goldhagen 6-10

Ethnoviolence and the Rhetoric of President George W Bush (voth)

Ethnoviolence and The War on Terror (voth)

The Rhetoric of the Holocaust (voth)

quiz 5

Tuesday 1/15 9am-12pm *Environmentalism and Human Welfare*

Malaria the biggest killer of humanity

Abortion and Population Control/ Humans as Gaia's disease

Sex Selection Abortion

1-4 The Energy Revolution

Climate change/ Global Warming

Fossil Fuels and global poverty

The energy revolution

WED 1/16 9am-12pm **Student Ethnoviolence Conference**

1pm-3pm student presentations and discussion

3pm-4pm course summary, conclusions and the future of ethnoviolence (Voth,)

Youtube/ internet video project: Students will create an internet project [podcast, video, youtube, blog]. The project should utilize text, images, audio, and/or video in a creative way to highlight. The project should be made available to the internet. Students will present briefly about the project in class.

Youtube Project Expectations:

1. Available on Youtube
2. url link emailed to instructor
3. presented in class

2. Increased emphasis
3. Ended speech with a memorable point

E-Book Chapter

Students will produce a 10-12 page double spaced paper about an issue of Ethnoviolence. The paper will utilize the APA 6th edition of formatting and an endnote citation system. Papers are due to Dr. Voth by January 19 and should be provided as an electronic Word format document. A sample of the end product can be seen at this weblink for a book done in 2018 on this topic: <https://itunes.apple.com/us/book/ethnoviolence-2018/id1346454470?mt=11>. Students are expected to produce a suitable chapter for a new 2017 book on Ethnoviolence.

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)