

UGED 2622/ANTH 2530

Lecture Time: Monday 11.30-13.15

Lecture Room: UCC_C4 (T.C. Cheng Building)

Tutorial: Monday 13.30-14.15 – (UCC_C4)

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POLITICAL VIOLENCE AND HUMAN RIGHTS

This course provides a comprehensive analysis of violence through an anthropological and comparative lens, examining a diverse range of phenomena across historical and cultural contexts. It reveals the inherently political nature of violence, encompassing overt practices like torture, terrorism, and genocide, as well as subtle societal structures affecting education, health, and livelihoods. The course is framed within the context of colonial histories and prevailing ideologies related to race and ethnicity, gender, and socio-economic hierarchies. In so doing, the course encourages critical inquiries into the nature of human rights and explores diverse interpretations. It delves into nuanced distinctions between human rights and humanitarianism, assessing their effectiveness in addressing violence and the issues affecting our world today. While exploring the above, it is expected that students will gain a deeper understanding of the United Nations's Sustainable Development Goals (SDGs) and develop skills for evaluating effective interventions.

Learning Outcomes:

1. to understand and critically engage with concepts of violence and human rights.
2. to analyze the ways current discourses of violence and human rights are specific to our historical and cultural contexts.
3. to cultivate historical and cross-cultural sensitivity in understanding diverse human experiences, crucial to the facilitation of dialogues and collaboration in the advancement of transformative justice.
4. to understand critically the role SDGs could play in addressing global inequalities.

Assessment:

1. Class/Tutorial participation and discussion (20%)

Students are required to complete the assigned readings for the week prior to attending class and to actively participate in class discussions by formulating their viewpoints and line of inquiry, while keeping in mind that the classroom fosters a safe space for the open exchange of ideas. Respect for differences and intellectual rigor are important pedagogical goals. Regular attendance is expected for both lectures and tutorials.

2. Leading tutorial discussion (10%)

Each student is responsible for leading a tutorial discussion, either individually or as part of a group. This involves conducting a brief presentation to engage fellow classmates and encourage them to delve into the designated topic, fostering an environment for discussion. The primary aim is to inspire and encourage all participants to collectively explore relevant and interesting issues and experiences. To support their tutorial, students need to engage with the readings, and can utilize various materials, including newspaper cuttings, pictures, video clips, and more.

3. Mid-term Essay (1500 words) (30%)

By 25 March, students are required to submit one essay on a self-selected topic that pertains to the course. They are expected to incorporate at least two-three class readings into their work to develop their own analysis and argument. Additionally, students are encouraged to utilize other sources of information to enrich their essays further.

4. Take-home exam, or Anthropological project (40%)

Questions for the take-home exam will be given on the last day of class. Students will have 14 days to complete this assignment, which will be due on 29 April.

Alternatively, students may design and carry out an Anthropological project (individually or as a group of no more than 3) to explore any of the topics of the course. The project can take a variety of forms, including oral narratives, theatre scripts, film, photography, etc. Students are invited to discuss with me their ideas for the project before March 4 to enable enough time for a successful completion. A short essay detailing and analysing the work done is expected to be submitted by 29 April.

Plagiarism:

Students are required by university policy to submit all papers to VeriGuide (the Chinese University Plagiarism Identification Engine System). For more information go to <https://academic2.veriguide.org/portalcuhk/> and check the website <http://www.cuhk.edu.hk/policy/academichonesty/> for more information about plagiarism and VeriGuide.

Grade descriptors:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on most learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on several learning outcomes
F	Unsatisfactory performance on several learning outcomes, OR failure to meet specified assessment requirements.

Course structure:

The course is divided into two parts. The first part offers a conceptual introduction that will provide students with the tools to analyze issues of violence and human rights in the world today. The second part draws upon various empirical studies from a global perspective to explore the agents and structures of violence, as well as cultural understanding of human rights and the application of humanitarianism.

Readings marked with a * are suggested.

W1 8 Jan Introduction

Žižek, S. (2008) “The Tyrant’s Bloody Robe”, in S. Žižek, *Violence*, London, Profile Books: 1-7.

Scheper-Hughes, N. and Bourgois, P. (2003) “Introduction: Making Sense of Violence”, in N. Scheper-Hughes and P. Bourgois (eds.), *Violence in War and Peace: An Anthology*, London: Blackwell. pp. 1-5.

UN Sustainable Development Goals, available at: <https://sdgs.un.org/goals>

W2 15 Jan Politics of representation: Violence and Rights [All SDG]

Lukes, S. (2004) [1974] *Power: A Radical View*. London: Palgrave Macmillan. (Excerpts)

Kleinman, A. and Kleinman, J. (1996) “The Appeal of Experience; The Dismay of Images: Cultural Appropriations of Suffering in Our Times,” *Daedalus*, 125(1): 1-23.

* Berger, John. 1972. Chapter 3, *Ways of Seeing*. London: Macmillan: 45-64.

W3 22 Jan The violence of knowledge production: Colonialism, Post-Colonialism, and Neo-Colonialism [All SDG]

Said, E. W. (2007) "Introduction", in Said, E. W., *Orientalism: Western Conceptions of the Orient*. London: Penguin Books.

Riina Yrjöla (2009) "The Invisible Violence of Celebrity Humanitarianism: Soft Images and Hard Words in the Making and Unmaking of Africa". *World Political Science Review*. 5(1):1-22.

*Clark, Kamari Maxine. 2019. "Biomediation and the #BringBackOurGirls Campaign", *Affective Justice: The International Criminal Court and Pan-Africanist Pushback*. Durham: Duke University Press.

*Redfield, Peter. 2006. "A less modest witness: Collective advocacy and motivated truth in a medical humanitarian movement", *American Ethnologist*, 33(1): 3-26.

W4 29 Jan Human rights as a cultural practice: Health [SDG 1,3,5,16]

Farmer, Paul (1999). "Pathologies of power: rethinking health and human rights". *Public Health Matters*, 89(10):1486-1496.

Shell-Duncan, Bettina (2008). "From Health to Human Rights: Female Genital Cutting and the Politics of Intervention". *American Anthropologist*, 110(2):225-236.

Excerpts from Universal Declaration of Human Rights 1948

*Farmer, Paul (2004). "An Anthropology of Structural Violence". *Current Anthropology*, 45(3):305-325.

*Goodale, Mark (2006). Introduction to "Anthropology and Human Rights in a New Key". *American Anthropology*, 108(1):1-8.

W5 5 Feb Borders, migration, and asylum [SDG 1,2,3,5,10,11,16]

Weber, Leanne and Pickering, Sharon (2011) "Suspicious Deaths", in L. Weber and S. Pickering, *Globalization and Borders: Death at the Global Frontier*. Houndmills: Palgrave Macmillan, 119-141.

Mountz, Alison (2010) "Crisis and the making of the bogus refugee", in A. Mountz, *Seeking Asylum*. Minneapolis: University of Minnesota Press, 93-107.

*Jubany, Olga (2011). "Constructing truths in a culture of disbelief: Understanding asylum screening from within", *International Sociology*, 26(1): 74-94.

*Khosravi, S. (2010) "The Invisible Border", in S. Khosravi, *'Illegal Traveller': An Auto-ethnography of Borders*. Houndmills: Palgrave Macmillan, 69-84.

*Anderson, Benedict (1983). "Imagined Communities", in J. Hutchinson and A. Smith (Eds), *Nationalism: A Reader*. Oxford: Oxford University Press, 89-96.

*Alexander-Nathani, Isabella (2017). "The freedom to move isn't a basic human right. It depends on where you're born." PRI, <https://gpinvestigations.pri.org/the-freedom-to-travel-isnt-a-basic-human-right-it-depends-on-where-you-re-born-bba3e342532b>

W6 12 Feb Chinese New Year

W7 19 Feb Crime control and social order [SDG 10,16]

Fassin, Didier. 2018. "The Morality of Policing". In Karpiak, Kevin G. & William Garriott (eds) *The Anthropology of Policing*. London: Routledge, 175-188.

Samira Bueno and Graham Denyer Willis (2019). "The Exceptional Prison." *Public Culture*, 31 (3): 645-663.

*Kaufman, Emily (2016) "Policing mobilities through bio-spatial profiling in New York City", *Political Geography*, 55:72-81.

*Arendt, Hannah (1970). Excerpts from "On Violence", Orlando: Harvest Books: 44-46.

W8 26 Feb Bureaucracy and society [SDG 1,3,6,8,9,10,16]

Watch film "I, Daniel Blake", by Ken Loach, 2016.

Graeber, David. 2012. "Dead Zones of Imagination: On Violence, Bureaucracy, and Interpretive Labor." *HAU: Journal of Ethnographical Theory* 2(2):105-28.

*Mbembe, Achille. 2006. "The Banality of Power and the Aesthetics of Vulgarity in the postcolony." In *The Anthropology of the State*, pp. 381-400. Oxford: Blackwell.

*Watch online: Jake Bishop, "I, Daniel Blake, A Sociological Analysis", available at: <https://www.youtube.com/watch?v=imRdEjsrbqI>

*Redman, Jamie, and Del Roy Fletcher. 2021. "Violent bureaucracy: A critical analysis of the British public employment service". *Critical Social Policy*, 42(2): 306-326.

*Mehta, Lyla. 2016. Why Invisible Power and Structural Violence Persist in the Water Domain <https://bulletin.ids.ac.uk/index.php/idsbo/article/view/2792/ONLINE%20ARTICLE>

W9 4 Mar Reading Week

W10 11 Mar Sexual violence in conflict situations [SDG 5,10,16]

Yang, H. (1997) "Re-membering the Korean Military Comfort Women", in E. H. Kim and C. Choi (eds.) *Dangerous Women: Gender and Korean Nationalism*. London: Routledge. 118-135.

Oosterhoff, P. (2004) "Sexual Torture of Men in Croatia and Other Conflict Situations: An Open Secret", *Reproductive Health Matters*, 12(23): 68-77.

*Hlavka, Heather. (2017). "Speaking of Stigma and the Silence of Shame: Young Men and Sexual Victimization." *Men and Masculinities*, 20(4): 482-505

*Hayden, R. (2000) "Rape and Rape Avoidance in Ethno-National Conflicts: Sexual Violence in Liminalized States", *American Anthropologist*, 102(1): 27-41.

*Geneva Convention excerpts, Security Council Resolution 1325, Security Council Resolution 1820.

*Ritchie, Berth E. (1996). "Six paths to crime", in Berth E. Ritchie, *Compelled to Crime: the gender entrapment of battered black women*. London: Routledge, 101-131.

W11 18 Mar Global cities at work: Migrant domestic workers [SDG 1,2,3,4,5,10,11,16]

Salazar Parreñas, R. (2001) "The Dislocations of Migrant Filipina Domestic Workers", in R. Salazar Parreñas, *Servants of Globalization: Women, Migration and Domestic Work*, Stanford: Stanford University Press. 23-36.

Ladegaard, H. J. (2013) "Demonising the Cultural Other: Legitimising Dehumanisation of Foreign Domestic Helpers in the Hong Kong Press", *Discourse, Context and Media*, 2: 131-140.

*Ellerman, M-L. (2017) "The Power of Everyday Subordination: Exploring the Silencing and Disempowerment of Chinese Migrant Domestic Workers", *Critical Asian Studies*, 49(2): 187-206.

W12 25 Mar Social exclusion: Asylum seekers and refugees [SDG 1,3,4,8,10,16]

Fassin, Didier (2011). "Truth Ordeal". In Didier Fassin, *Humanitarian Reason: A Moral History of the Present*. Berkeley: University of California Press. 109-129.

Malkki, Liisa (2008). "Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization." *Cultural Anthropology*, 11(3):377-404.

*Sigona, N. (2012) "'I Have Too Much Baggage': The Impacts of Legal Status on the Social Worlds of Irregular Migrants", *Social Anthropology*, 20(1): 50-65.

*Cheng, Sealing (2019). NGO Humanitarianism in the Eyes of Asylum-seekers in Hong Kong. *Global Perspectives on Humanitarianism*. Copenhagen: Danish Institute of International Studies. 51-63.

*Greenberg, Ela. 2009. "'The King of the Streets': Hip Hop and the reclaiming of masculinity in Jerusalem's Shu'afat refugee camp". *Middle East Journal of Culture and Communication*, 2 (2):231-250.

W13 1 Apr Easter Monday

W14 8 Apr "Sex trafficking" and neoliberalism [SDG 1,5,8,11,16]

Cheng, S. and Kim, E. (2014) "The Paradoxes of Neoliberalism: Migrant Korean Sex workers and 'Sex Trafficking'", *Social Politics*, 21(3): 355-381.

IRIN (2013) "Analysis: Sex Workers Bear Brunt of War on Trafficking", *Humanitarian News and Analysis*, available at: <https://www.thenewhumanitarian.org/analysis/2013/09/03/sex-workers-bear-brunt-war-trafficking>

In-class screening: *Becky's Journey* (2013) by Sine Plambech

Watch online: Paradoxes of Neoliberalism, available at: <http://vimeo.com/72002039>

W15 15 Apr Conclusion & Anthropology Project presentation

Bhungalia, Lisa. 2020. "Laughing at Power: Humor, Transgression, and the Politics of Refusal in Palestine." *Politics and Space*, 38(3):387-404.

*Grillo, Laura. "Introduction", *An Intimate Rebuke: Female Genital Power in Ritual and Politics in West Africa*. Durham: Duke University Press.