

# The Future Of Print: An International View Papers From A Symposium

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## Teaching about Political Violence: A Primer on Representation

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**ABSTRACT** Geography is not generally viewed as a 'source' discipline for political violence studies, but this paper begins with the presumption that geography is well disposed to teach courses on the subject. The key purpose of this paper is to demonstrate that engaging issues of political violence is useful for our pedagogy. In particular, teaching about political violence allows geography to address concerns arising from the 'crisis of representation'. It does so in two ways. First, it provides another venue for teaching about the 'the other' and 'othered places' in our curricula. Second, it also allows geography to challenge uncritical tropes about political violence as emerging from some peoples and places and not others. As a case study this paper overviews a course entitled Militia Movements in Comparative Perspective. This course was organized around a theoretical unit and four case study units. The case conflicts were chosen to represent conflicts that crossed ideological (right/left) and geographical (Global North/Global South) divides. The course structure is overviewed and a classroom discussion that highlighted questions about representation is described and analysed. The paper concludes by reviewing current efforts to address violence in the discipline, noting problems with these efforts, and suggesting alternatives to them.

**KEY WORDS:** Political violence, militias, representation

### Introduction

The phrase 'one man's terrorist is another's freedom fighter' succinctly captures a core challenge confronting those who teach about political violence. Indeed, how a student or a lecturer views the competing sides of a conflict (i.e. who is 'right' or who is 'wrong') depends intimately on his or her perspective. This truism can make for a contentious classroom. Some lecturers respond

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