

LAKEHEAD UNIVERSITY
 Department of Anthropology
 ANTH 3719 FA **Anthropology of Violence & War**

Instructor: Taina Maki Chahal

Dates: Sept. 15 – Dec. 3, 2015. Tues. & Thurs. 1:00 PM - 2:30 PM

Room: RB 2044

Office hours: Wed. 11 AM – 12 PM (or by appointment)

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There is a famous rumor that a Nazi officer looking at a reproduction of *El Guernica* asked Pablo Picasso, "Did you do this?" The artist replied: "No. You did."
 ~ A. İğsız

Course Description

What insights can anthropology contribute to understanding violence, war, and militarization? This class develops a critical anthropology of social, cultural, political and historical formations of post-WWII violence, war, and militarism in the transnational contexts of Canada, the U.S., Africa, and the Middle East. We will explore the ways cultures of militarism permeate societies, with close attention to Canada. Representations of war and violence in visual texts such as photographs, art, and film will be examined for the codes they signify and for their effects.

Course Materials

1. *Canada in Africa*. (2015) Yves Engler. Fernwood Publishing (PDF supplied by author)
2. Online readings & visual media

Course Website

- DesireToLearn (D2L)

Assignments and Evaluation

1. Summary of select chapters from Engler's book	10%
2. Analysis Paper, 750 - 1000 words (3 - 4 pp.)	15%
3. Presentation of article + outline + visual content	15%
4. Participation	10%
5. Research Essay, 2000 words (8 pages)	25%
6. Exam	25%

1. SUMMARY of select chapters from *Canada in Africa*. **10%**

I will assign a section of Engler's book for you to summarize. Write a two - three page point-form summary, and include a separate page of key passages. Post the summary and passages on the D2L **before class convenes**. Come to class prepared to explain the content of the assigned section to your colleagues.

2. ANALYSIS PAPER. 750 – 1000 words. **15%**.

Pick a topic from the list I provide. Narrow your focus to a specific context, develop a thesis, include particular examples, and create a critically informed analysis. Do not stay on a general level. Use essay format. Develop and support your analysis and discussion through various rhetorical strategies. Use at least two secondary sources, one of which must be scholarly. Draw on concepts from class materials and discussions. The paper is due at the start of class; no email submissions. Follow the **Mandatory Basic Rules** posted on the D2L.

3. PRESENTATION of Article + OUTLINE + VISUAL CONTENT. **15%. 20 min. presentation.** Select one article from the assigned list and do a close reading of the article. Hand in a two to three page outline to me at the beginning of class. Your presentation should assist your colleagues in understanding the content in the article. This includes a summary of the article, key concepts, main points, important passages or terms, stating their significance, providing critical commentary and analysis, raising questions, pointing out problematics, and so on. Draw on specific passages from the reading for support. Mandatory: 1. include visual content related to the topic at hand to contextualize your discussion and aid your presentation; 2. refer to relevant contemporary content but be sure that this material helps inform the article and is not at its expense; and 3. include some discussion on critical reflexivity (this term will be discussed in class). Post your outline and visual content on the D2L before class (for easy access to the visual content once in class) or within 24 hours after class.

4. PARTICIPATION. **10%** Participation includes attending all classes, being punctual, reading the assigned material, coming prepared to discuss class

material, providing comments in class, responding to others, contributing to discussions, and being attentive and engaged in class.

5. RESEARCH ESSAY. 2000 words (8 pages). **25%**

Students develop a thesis and focus of analysis based on class topics, concepts, discussions, or materials, and in consultation with the instructor. Develop your argument through critical analysis and support; do not rely on description or opinion. Take a critical perspective to analyze ideas from a comprehensive, well-thought out stance, seeking complexities and intersectional relations. Be sure to look at the power relations that constitute the topic at hand. Use various rhetorical strategies to help develop a comprehensive well-supported argument. Include a minimum of five secondary sources, three of which are journal articles or other scholarly weight writings. Upload through the Dropbox on the D2L by the due date; no email submissions. Be sure to follow the **Mandatory Basic Rules** posted on the D2L. More detail will be provided at a later date.

6. EXAM. 25% Covers content from the entire term. The exam will include a variety of question types, including definition, short answer, visual text analysis, and essay. Do not make travel plans before the exam schedule is posted.

Lateness policy for Summary, Presentation, Analysis Paper and Essay:

- Summary not posted before class starts: 10% penalty
- Analysis Paper: 2% per day up to 5 days for a maximum of 10%.
- Presentation outline and visual content posted after 24hrs: 10% penalty.
- Research Essay: one day, 10%. After that it is not considered for marking.
- Late Analysis papers must be stamped with the date (at the Security Office) and dropped off at the instructor's office.

DUE DATES AT A GLANCE

Summary of select chapters	Sept. 24 or Sept. 29; post Summary before class
Analysis Paper	Oct. 15
Presentation	varies
Participation	throughout the term
Research Essay	Dec. 7 (upload on Dropbox)
Exam	Dec. exam schedule; TBA

Course Procedures and Policies

- Class schedule may change; changes will be noted in class.
- Detail on readings, schedule, assignments, and evaluation will be discussed in class.
- To access online class readings, click on the Digital Reading Schedule on the D2L.

- Find the PDF for Engler's book *Canada in Africa* on the D2L.
- If you require any special consideration to fulfill class requirements, please contact me early in the term.
- No email submission of assignments.
- If you require an extension for a valid reason, ask in advance of a due date. Ask me in person; do not email your request. Outside of this, extensions require a doctor's note or other official documentation.
- Attendance is mandatory. Lateness is disruptive; respect your colleagues, your professor, and your schoolwork by arriving on time. **University Regulations VIII.d:** "A student is required to attend the courses of instruction and the examinations in all subjects prescribed. A student whose attendance at lectures and laboratories is deemed unsatisfactory by the Senate may have his [or her] registration in that course cancelled at any time."
- No handheld digital technologies (mobile phones, etc.) allowed on during class; they must be stored away. If you are expecting an important call (e.g. from a babysitter, an employer) put your phone on vibrate; if it vibrates, leave the room to answer it. Laptops, tablets, or other digital notebooks or technologies can be used only for note keeping or presentations. Do not do homework for other classes in our class. The instructor reserves the right to ask you to close your digital device and put it away, so be sure to bring paper and pen/cil to class, too.
- If you miss class, ask your colleagues for missed lessons; the instructor does not provide lecture notes for missed classes, nor supply missed content via email. Some content is posted on the D2L but it does not replace in-class material.
- For questions outside of class, rather than email me, speak to me after class, visit me during my office hours, or arrange an appointment to see me.
- Generally, emails are answered within 48 hours. I do not read emails on Friday night, Saturday or Sunday. Emails sent on the weekend will be read on Monday.
- Plagiarism is an offence. Plagiarism includes using ideas, phrases, sentences, quotations, photos, or other materials as your own without crediting the author. This includes taking quotations without using quotation marks, paraphrasing without citing the author, changing some words from another writing, using photos from the web without noting the source, taking pieces of text from various websites and mashing them together without noting the sources, and other methods of presenting other people's work as your own. Using papers you've handed in to other classes is also academic dishonesty. Papers with plagiarized content are not marked but sent to the Dean of Science and Environmental Studies and one's name is forwarded to the Chair of Anthropology. See IX ACADEMIC MISCONDUCT on University Regulations: "The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced."

READING SCHEDULE

Note: The schedule may change due to class progress, interests, or unexpected occurrences. Changes to the schedule, readings, assignments, or due dates will be announced in class.

Week of Sept. 15 & 17 *Getting Started*

Introduction to Representations of War and Violence; Key Terms

Read:

- Sheena Goodyear. (Sept. 2, 2015). Migrant crisis: Should pictures of a drowned Syrian boy be shared on social media? *CBC News* online.
- Ghayath Naisse. (2015). The 'Islamic State' and the counter-revolution. *International Socialism*, 147.

Week of Sept. 22 & 24 *Canada, Militarism & Colonialism*

Sept. 22. Read

- The Disturbing Growth of Militarism in Canada. (2014). Le Collectif Échec à la guerre.
- Sandra Whitworth. (2005). Militarized Masculinities and the Politics of Peacekeeping: The Canadian Case.

Sept. 24: Summaries of *Canada in Africa*

Week of Sept. 29 and ~~Oct. 1~~ *Canada in Africa*

Sept. 29: Summaries of *Canada in Africa*

Note: There is no class on Thursday, Oct. 1. Instead, you attend one of two talks by Yves Engler on **Wed. Sept. 30:** *either* 2:30 – 4 pm, ATAC 2020 *or* 7 – 9pm ATAC 2019

Week of Oct. 6 & 8 *Violence, USA*

- Henry A. Giroux. (2012). *Violence, USA: The Warfare State and the Brutalizing of Everyday Life.*
- Michael Slate and Henry A. Giroux. (2012). *Violence, USA: An Interview With Henry A. Giroux*
- Colin Jenkins. (2014). *Coming Home to Roost: American Militarism, War Culture, and Police Brutality. Society & Culture*
- Laura L. Finley. (2003). *Militarism Goes to School.*

<p>Week of Oct. 13 & 15 Images and Representations of War</p> <ul style="list-style-type: none"> • Susan Sontag. (2004). Regarding the Torture of Others. <i>The New York Times</i>, May 23. • Nageen Siddiqui. (2010). Torture and the Global War on Terror. <i>The New Imperialism, vol. 1</i>. 111 – 123. • Rasha El-Ibiary. (2011). Affective imagery and collective memory: Discursive analysis of iconic images of pain. • Syed Haider. (2010). Western modernity, narratives and the pornography of death.
<p>Week of Oct. 20 & 22 Representations of War in Popular Culture</p> <p>Oct. 20</p> <ul style="list-style-type: none"> • David Campbell. (2003). Cultural governance and pictorial resistance: Reflections on the imaging of war. <i>Review of International Studies</i>, 29, 57-73. • Peter Van Buren. (2015) War Porn: Hollywood Has Been Making the Same Movie About American War for 75 Years. • Frédérick Gagnon. (2010). Invading Your Hearts and Minds: Call of Duty® and the (Re)Writing of Militarism in U.S. Digital Games and Popular Culture. <i>European Journal of American Studies</i>, 2. <p>Homework for Oct. 22: watch the select film (TBA)</p>
<p>Week of Oct. 27 & 29 Presentation of Articles</p> <ul style="list-style-type: none"> • Various articles
<p>Week of Nov. 3 & 5 Case Study: Palestine & Israel</p> <ul style="list-style-type: none"> • Jeff Halper, Jimmy Johnson & Emily Schaeffer. (2009). The Israeli-Palestinian Conflict: Challenging Slogans Through Critical Reframing. • Ilan Pappé. (2006). The 1948 Ethnic Cleansing of Palestine. • Michelle L. Woodward. (2007). Photographic Style and the Depiction of Israeli-Palestinian Conflict since 1948.
<p>Week of Nov. 10 & 12 Palestine & Israel cont'd</p> <ul style="list-style-type: none"> • Hagar Matar. The Wall, 10 Years On: The Great Israeli Project. (Read all 11 sections and watch the embedded visual media) • Watch the extended trailer (11m) of <i>Roadmap to Apartheid</i>. (2012). Dir. and prod. Ana Nogueira and Eron Davidson. • Rosemary Sayigh. (2009). Hiroshima, al-Nakba: Markers of New Hegemonies.

Kyoto Bulletin of Islamic Studies, 3(1), 151-169

Nov. 12: Guest Speakers. Peter and Joyce Fergus-Moore.

Week of Nov. 17 & 19 Making Connections

- Waziyatawin. (2012). Malice Enough in their Hearts and Courage Enough in Ours: Reflections on US Indigenous and Palestinian Experiences under Occupation. *Settler Colonial Studies*, 2(1), 172-189.
- Mike Krebs & Dana M. Olwan. (2012). 'From Jerusalem to the Grand River, Our Struggles are One': Challenging Canadian and Israeli Settler Colonialism. *Settler Colonial Studies*, 2(2), 138-164

Week of Nov. 24 & 26 Anthropology of or for War?

- David Price. (2009). Human Terrain Systems, Anthropologists and the War in Afghanistan. *Counterpunch*.
- Roberto J. González and David Price. (July, 2015). Remaking the Human Terrain: The US Military's Continuing Quest to Commandeer Culture. *Counterpunch*.
- Forte, Maximilian. (2014). Weaponizing Anthropology: An Overview.
- Lutz, C. (2009). Anthropology in an Era of Permanent War. *Anthropologica*, 51(2), 367-379.

Week of Dec. 1 and 3 Art, Cultural production, and War

- Various images, poems, and prose.
- Hannah Arendt The Banality of Evil. Visual Histories. From Histories of Violence website

Wars by Sinan Antoon, Iraqi American poet

when I was torn by war
 I took a brush
 immersed in death
 and drew a window
 on war's wall
 I opened it
 searching
 for something
 but
 I saw another war
 and a mother
 weaving a shroud
 for the dead man
 still in her womb