



[source](#) *Guernica*. Pablo Picasso. 1937

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." [The Guardian](#), Jan. 8, 2005.

Anthropology of Violence and War ANTH 3719 WDE

Winter 2021 Jan. 11 - April 13

Course Description

What insights can anthropology contribute to understanding violence and war? How do people come to understand, participate in, ignore, glorify, or justify violence and war even though they result in trauma, injury, death, genocide, ecocide and other harms, which may be catastrophic, long-lasting and transgenerational? In this class, we develop a critical anthropology of social, cultural, political and historical formations of violence and war by examining stories, representations, and concepts that are created about them. What stories emerge when we move beyond mainstream representations? We will seek to decode ideologies and myths that provide dominant ways of thinking about violence and war. Areas of focus include anti-Black racism, Canada, Indigenous nations, Palestine, Israel, and the United States. What power relations are at work in creating the social and cultural contexts of war and violence and the resulting unequal effects? This class is especially interested in deconstructing visual representations and narratives and challenging the normalization of militarism and settler colonialism. This class does not take a neutral stance nor defend power; rather, violence and war are situated as harmful.

Note: Because the content centers on violence and war, including Canadian settler colonialism, please keep in mind that you may find the content emotionally challenging, upsetting, disturbing, offensive, or traumatizing. Find support if or when needed. This class acknowledges that each of us, me, the instructor, and students in

their diversities, is located in multiple and different ways in the relations of power that structure violence and war.

Course Objectives and/or Learner Outcomes

- Think critically about violence and war and their multiple forms and effects
- Explain violence and war as social constructs
- Identify key concepts, debates, power relations, and contexts of violence, war, and conflict
- Interrogate how violence is produced, by whom, for what purposes, and in what contexts
- Summarize examples of state violence in Canada
- Examine debates and enter and contribute to dialogue on violence
- Develop the content, style, grammar, and format of one's writing
- Develop credible evidence and support for one's ideas and statements
- Use library and other resources to research a topic and write a credible argumentative essay
- Apply APA documentation style and format

Course Material

- *Policing Black Lives: State Violence in Canada from Slavery to the Present* . Robyn Maynard. 2017. Fernwood Publishing.
- online content

Note: The book *Policing Black Lives* is mandatory as you will need it to complete the Book Review assignment. Buy it from the LU Bookstore or online.

Structure and Methods

- This course has 10 modules.
- You write 1 Intro Post (5%) + 3 Posts (3 x 7% each = 21%) + 2 Threadposts (2 x 7% each = 14%) + 2 comments (2 x 5% each = 10%) + 1 Book Review (20%) and 1 Research Essay (30%)
- Post your posts, threadposts, and comments on the Discussions board.
- The Book Review and Research Essay are in APA style and format; upload through the Assignments Tool.
- There are no quizzes, tests, or final exam.
- I will regularly post content to guide you through course material.
- Students are divided into two groups: cats and dogs (neither is better than the other; both are known to get into scraps!)

Note: This course relies heavily on students writing assignments. As is standard for full-time students (5 courses = 40 hours work per week), the minimum time spent on this course should be 8 hours/week.

Assignments and Evaluation

- Intro post, **5%**. Minimum **300 words**. You respond to the content on the pages Is This Course for You? and What is Critical Reflexivity?
- 3 Posts. You summarize, interpret, analyze, and comment on the material on a module. For Post#2, you discuss an artist who you are familiar with. Each is a minimum of **400 words** and **1 visual text** (include hyperlinks where needed for academic integrity). You can write more than 400 words; your effort and depth of engagement is up to you. Illegible and unsupported writing (i.e. writing that is unedited, shows little attention to clarity of communication, full of typos and spelling mistakes, or does not include course content to support statements) results in a diminished grade. I mark each post out of 10 but each is worth 7% of the final grade. 3 Posts x 7% each = **21%**
- 2 threadposts. Same as above except that you add your post as a comment to another student's threadpost and you must comment on other students' ideas. Image is optional. One can write more than one threadpost (e.g. respond to more than only one person's threadpost). Minimum **400 words**. I mark each threadpost out of 10 but each is worth 7% of the final grade. 2 threadposts x 7% each = **14%**.
- 2 comments. You comment on another student's Post#1 or Post#3 by responding to their ideas and including new ideas of your own. You comment on a module that you didn't write a post for. No image needed. You can comment more than once. **300 words** (2 x 5% each = **10%**)
- 1 Book Review. 1500-1750 words (6-7 pages). The book has 8 chapters; you summarize 4 of them. Using a set-out structure, students summarize (by paraphrasing) the content in the selected chapters, comment on specific events, people, experiences, places, history, statistics, etc., and then, at the end, provide an evaluation in relation to what you have learned. Upload through the Assignments Tool. **20%**
- 1 Research Essay. 1750 - 2500 words (7 - 10 pages). Upload through the Assignments Tool. **30%**
- Find the instructions on the particular module.
- Check the bonus; it is optional.
- See the Lateness policy below.

Assignment	Due date	Value	Length
Module 1: intro post	Jan. 18-21	5%	300 words

Assignment	Due date	Value	Length
Post#1 either Module 2 Definition (cats) or Module 3 Representations (dogs)	Jan. 25	7% (marked out of 10)	400 words + 1 image
Comment #1; comment on the module that you didn't write post#1 on	Feb. 1-3	5%	300 words
Module 4: threadpost#1 - Land Dogs and cats discuss different films	Feb. 8-12	7% (marked out of 10)	400 words
Module 5: Post#2 - Artist Pick a visual, music, creative, literary, spoken word, cinematic, social media, street artist or group to discuss	Feb. 24	7% (marked out of 10)	400 words + 1 image
Module 6: Book Review	March 10	20%	1500-1750 words (6-7 pages)
Post#3 Either Module 7 settler colonialism (cats) Canada or Module 8 settler colonialism Israel (dogs)	March 17	7% (marked out of 10)	400 words + 1 image
Comment#2 comment on the module that you didn't write post#3 on	March 24-27	5%	300 words
Module 9: threadpost#2 film analysis	March 31- April 7	7% (marked out of 10)	400 words
Module 10 Research Essay	April 13	30%	1750-2500 words (7-10 pages)

Due Dates and Lateness policy

- All writing is due by 11:59 p.m. on the due date (with a one hour grace period).
- Late Posts are penalized .3 per day up to 3 days.
- Intro post and Comments have a three day window for posting. After that they are not accepted for grading.

- Threadposts have a five day window; after the last date noted, they are not accepted for grading.
- For the Book Review and the Research Essay, use APA style and format. Upload to the Assignments folder. Upload **Word documents**, not PDFs or Pages or other forms. (**minus .4 for wrong format**). Lateness policy: 2% a day up to 5 days (maximum 10%). After five days late, the Assignment folder closes.
- Put the word count at the end of the last sentence of the last paragraph of all your writing. Failure to do so: Posts, threads, and Comments: **minus .3**; Book Review and Essay: **minus .5**
- Do not email assignments.

Course Procedures and Policies

- Class schedule may change slightly; changes will be noted on Announcements.
- To access the online class readings and visual materials, click on the links on the specific Module.
- If you require special consideration to fulfill class requirements, please contact me early in the term.
- If you require accommodations to fulfill class requirements, please contact Student Accessibility Services.
- If you unexpectedly experience health problems during the term, you may request interim accommodations. Contact me as soon as you begin to struggle; do not wait until the end of the term.
- No email submission of any assignment.
- Assignments are due on the due date and time. Late assignments are penalized accordingly and do not get comments.
- Include word count at the end of the last sentence of the last paragraph of all of your writing. See the penalties above.
- Use APA style and format for the Book Review and the Research Essay. Follow the APA guidelines in a writing manual or the official APA site.
- Use digital writing format for online posts, threads, and comments. Read the page [Instructions for Digital Writing](#). All ideas from online writers or photos from websites must be credited and acknowledged through hyperlinks. Edit writing for grammar, sentence structure, spelling, punctuation, capitalization, format, etc. Writing that does not meet digital standards receives a diminished grade.
- Read the page Writing Standards. Writing that does not meet academic standards of communication receives a diminished grade.
- Generally, I answer emails or messages within 48 hours. I do not read emails or messages on Friday night, Saturday or Sunday. Emails or messages sent on the weekend will be read on Monday.
- Plagiarism is an offence. When I discover plagiarism, whether in a post, an essay or book review, I stop reading and give the assignment a zero. Each class, each term, I have to deal with students plagiarizing as well as cheating on quizzes, tests, or exams. Plagiarism includes using ideas, phrases, sentences, quotations, photos, or other materials as your own without crediting the original author. This includes taking ideas or analyses from online writers but not making a hyperlink to their page or crediting them, borrowing exact words from other

writers but not using quotation marks, paraphrasing without citing the author or making a hyperlink to their online page, changing some words from someone else's writing, using photos from the web without noting the source, taking bits and pieces of text from various websites and mashing them together without noting the sources, getting other people to write your assignments or parts of them, handing in writing that you wrote for other classes for this class, and other methods of presenting other people's work as your own. Posts, book reviews, and essays with plagiarized content are not marked. I contact you, then contact the Chair of Anthropology and forward your name to the Dean. For more information, see the Sections STUDENTS and SECTION III in the [Student Code of Conduct--Academic Integrity](#) pages 6 to 9.

Marking Standards

Assignments are evaluated in relation to both form and content. This includes attention to APA style and format (such as use of signal phrases or statements for cited passages, and for the Book Review and Research Essay, correct essay format and References page, and so on), grammar and composition (sentence structure, organization, coherence, spelling, diction) and content, which includes comprehension of material, accuracy of interpretation and analysis, sophistication of analysis, development of ideas, support through evidence, synthesis of ideas, diction, critical reflexivity, and following the assignment instructions. Unsupported opinion is not acceptable for evaluation. All ideas must be supported through evidence, reasons, credible sources, valid interpretations, and so on.

Writing that is full of typos, spelling mistakes, lack of punctuation or capitalization, fragments, run-on sentences, incomprehensible statements, and other structural flaws that make the writing difficult to read will result in a diminished grade.

University Policies

- Students in this course are expected to conform to the [Code of Student Behaviour](#).
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services \(SAS\)](#) and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#). This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.