Anthropology of Violence and War ANTH 3719 WDE

Winter 2024, Jan. 8 - April 5

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- Office hours: Zoom or office (if on Thunder Bay campus) by appointment

Course Description

What insights can anthropology contribute to understanding violence and war? How do people come to understand, participate in, support, ignore, glorify, or justify violence and war even as they result in trauma, injury, death, genocide, ecocide, domicide, and other harms, which may be catastrophic, long-lasting, and transgenerational? In this class, we develop a critical anthropology of violence and war by inquiring into discursive contexts and power. What critical questions emerge from decoding ideologies, myths, and representations that construct normative ways of thinking about violence and war? Areas of focus include Canada, Indigenous nations, Palestine, Israel, and the United States. We look at power relations and representational strategies that are at work in creating the social, cultural, political, and economic contexts of violence and war, the forms that violence and war take, and their unequal effects. This class is especially interested in challenging the normalization of militarism and settler colonialism and looking at the visual in relation to violence, war, and resistance.

Course Objectives and/or Learner Outcomes

- Think critically about violence and war and their multiple forms and effects
- Explain violence and war as social and historical constructs
- Identify key concepts, debates, power relations, and contexts of violence, war, and conflict
- Interrogate through an anthropological lens how violence is produced, by whom, for what purposes, in what contexts, and to what effect
- Analyze examples of state violence by Canada and Israel
- 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 and write a credible essay
- Apply APA documentation style and format

Course Material

- *Canada as a Settler Colony on the Question of Palestine*. eds. Jeremy Wildeman & M. Muhannad Ayyash. 2023. University of Alberta Press.
- online articles, film, and content

Structure and Methods

- This course has 12 modules.
- You write 9 Posts (each is marked out of 10; in total, they are worth 45% of the final grade)
- You write 1 Reading Response (15%) and 1 Book Review (25%)
- There is a final exam worth 15%; it is based on My Notes, and I will give you the questions beforehand; it is accessed online through the Quizzes tool.
- The book *Canada as a Settler Colony on the Question of Palestine* is mandatory as you will need it to complete the Book Review assignment.
- Post your Posts on the Discussions board. Once you post, you can see other students' posts. Posts are visible to everyone in the class. For ease of access, students are randomly divided into three groups.
- The Reading Response and Book Review are in APA style and format; upload through the Assignments Tool.
- You can post and upload your writing before the due dates.
- I will regularly post content to guide you through course material.

Note: This course relies heavily on students reading course material and 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.

Note: Because the content of our course 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. This class acknowledges that each of us, from the instructor to the students, is located in multiple and different ways in the relations of power that structure violence and war; war and violence affect people differently. In addition, the ongoing pandemic has caused additional stress and can lead to feeling overwhelmed. Find support if or when needed. Read the page handout: Student Health and Wellness. Contact me if you find yourself needing direction.

Assignments and Evaluation

assignment	weight	due
9 Posts - 600-1000 words + one visual text	total 45%	Jan. 12; Jan. 19; Jan. 26; Feb. 2; March 1; March 8; March 15; March 22; March 29
Reading Response 1500-2000 words	15%	Feb. 16
Book Review - 2000-2500 words	25%	April 11
take-home exam	15%	April 15

- 9 Posts. You summarize, interpret, analyze, and comment on the material on specific modules. For the Feb. 2 post, you discuss an artist whose work comments on violence or war. Students write 4 Posts before the Study Break; 5 Posts after the break. Each is a minimum of **600-1000 words** and **1 visual text** (include hyperlinks where needed for academic integrity). Illegible and unsupported writing (i.e. writing that is unedited, shows little attention to clarity of communication, is full of typos and spelling mistakes, rambles on with general unsupported ideas found-everywhere-on-the-internet, or does not include support from course content) results in a diminished grade. (9, each marked out of 10; together, calculated weight: **45%** of the final grade)
- One Reading Response paper. 1500-2000 words. **15%** Upload on Assignments.
- 1 Book Review. 2000-2500 words. Using the set-out structure I have stipulated, students summarize (by paraphrasing) the content in the book, comment on specific examples, events, people, theorists, concepts, experiences, places, history, etc., and then, at the end, conclude with a critical response and evaluation. Upload through the Assignments Tool. **30%**
- 1 take-home exam. The exam is based on My Notes; I will provide the questions beforehand, so you can prepare your answers then upload them to the Quizzes tool. **15%**
- Find the instructions on a particular module.
- See the Lateness policy below.

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 2% per day up to 3 days.
- For the Reading Response paper and Book Review, use APA style and format. Upload to the Assignments folder. Upload your paper in **PDF** format. No Pages or other forms. Don't send me Google links that are locked. Files that are the wrong format will not be opened or graded. 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 the Reading Response paper and Book Review. Failure to do so: **minus .2**
- Do not email assignments.

Find the course schedule on the Reading Schedule page.

Course Procedures and Policies

- Class schedule may change slightly; changes will be noted on Announcements.
- If you require accommodations to fulfill class requirements, please contact Student Accessibility Services.

- If you unexpectedly experience health problems o a crisis 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.
- Assignments are due on the due date and time. Late assignments are penalized accordingly and do not get comments.
- Use APA style and format for the Reading Response essay and the Book Review. Follow the APA guidelines in a writing manual or the official APA site.
- Use digital writing format for online posts and comments. Read the page [Instructions for Digital Writing](). Ideas that are not part of course materials but are from other 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 report your name to the Student Code of Conduct office. 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. For more information, see University Policies below.

Use of AI in assignments
This class allows limited fair use of generative AI (e.g. ChatGPT). Fair use includes using AI as a learning aid to brainstorm ideas to get started on a topic or when one is 'stuck' and needs options to make connections or see relations between content that one has already created oneself. Fair use also includes suggestions for grammar and mechanics. You cannot use AI to write or rewrite your work or to stand in for your own writing and ideas. The final submitted work must be the original work of a student who

has generated the ideas and made the decisions. **Note**: AI can be unreliable, "hallucinates," includes misinformation, makes up information, and plagiarizes.

If AI is used, you must include an appendix, **a written statement on a separate page** where you explain which AI you used, why, how, and when (at what stage of writing) it was used, where in the writing it was used, and what value it adds to the text. In other words, any use of AI must be made clear to me. You must cite any AI generated material that informed the work, e.g. through quotation marks and in-text citation, and list the AI on the References page (see APA on citing ChatGPT and other AI generative tools; for other examples, using MLA, see MLA on citing generative AI). Failure to clearly indicate AI use, to cite using APA style, and to include an appendix statement will be reported as plagiarism. If you use AI, **keep copies of the different drafts of your writing** as you may be asked to provide evidence of how your writing compares to that of the AI enhanced text. If you are unsure of whether your use of AI is fair, speak to me so that you do not breach standards of ethical writing.

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 Reading Responses and Book Review, correct essay format and References page, parenthetical citations, 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, incorrect 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 Student Code of Conduct. Please read the ten Students' Responsibilities listed under the *Responsibilities and Expectations* section on the Student Code of Conduct website. In addition, click on *Academic Integrity* and *Non-Academic* to read the documents.

Lakehead University is committed to fostering an environment free from harassment, intimidation, discrimination, assault and sexual and gendered violence. Students are

responsible for upholding an atmosphere of civility, honesty, equity and respect for others, and may not disrupt or interfere with university activities, including classes.

- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities 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. 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.

Writing Support Syllabus Statement

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you've learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use APA, information about which may be found at the [official APA website.](#)
3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don't be afraid to ask for guidance or drop in during office hours.
4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. Visit the Academic Support Zone – The Academic Support Zone's writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University's free writing support at https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone and visit mysuccess.lakeheadu.ca to book an appointment.