

[Photo of Guernica

[source](#) *Guernica*. Pablo Picasso, painted for the Spanish Pavilion at the International Exposition in Paris in 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 2026, Jan. 5-April 2

- Instructor: Taina Maki Chahal
- Email: tchahal@lakeheadu.ca
- Office hours: Zoom or office by appointment (if on Thunder Bay campus)

Land Acknowledgement

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples. Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

Course Description

What insights can anthropology contribute to understanding violence and war, when anthropology itself, as a Western discipline of imperialism that enabled settler colonialism, has been guilty of violence in its practices? How do people come to understand, normalize, participate in, support, ignore, glorify, or justify violence and war even as they result in trauma, injury, death, genocide, ecocide, domicide, and other harms, whose effects are catastrophic, long-lasting, and transgenerational? In this class, we develop a critical anthropology of violence and war by inquiring into discursive and social contexts in relation to power and by looking at various resistances, challenges, interventions, and disruptions. What critical questions emerge from decoding the ideologies, narratives, myths, representations, and propaganda that construct normative ways of thinking about violence and war? How and in what ways can normative constructions be challenged? Areas of

focus include Canada, the United States, Indigenous nations, Palestine, and Israel. We look at power relations and narrative and representational strategies that are at work in creating the social, cultural, political, historical, and economic contexts of violence and war, the many forms that violence and war take, their unequal and disastrous effects, and the ways that subjects and groups disrupt and intervene in the ideologies and practices of violence and war. This class is especially interested in interrogating the normalization of militarism and settler colonialism and looking critically at visual representations of 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, political, 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 visual representations of war and violence.
- Examine the ways cultural producers disrupt normative ideologies, narratives, and practices of war and violence
- Analyze examples of state violence by Canada, the US, and Israel
- Examine debates and enter and contribute to dialogue on violence and war
- 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
- Think through the problematics of using AI for writing and research
- Apply APA documentation style and format

Course Material

- online articles, films, and content

Cost of Materials

- There are no books to purchase. Some of the readings, such as articles in e-journals, and the films, are available through Paterson Library databases, including media streaming databases, which students access by using their Lakehead University username and password (hence, tuition pays for it). Other content is available on the web, which requires internet access.

Structure and Methods

- This course has 12 modules.
- Students write 6 Posts. Three are mandatory: Mod2, Mod7, and Mod. 12. Besides those, in the first half of the term before Study Week, you pick two from Mod3, Mod4 or Mod5; after Study Week, you write one for either Mod10 or Mod11. Each is marked out of 5%. In total, they are worth 30% of the final grade.
- You write 2 Comments to two other student's posts; each is worth 5%, 2x5 = 10%. Post the first one before Study Week, the other after it.
- You write 2 Summary essays (each worth 15%, 2x15 = 30%; due Feb. 13-14 and March 13-14) and 1 Research Essay (30%; due Apr. 7)
- There is a two-day window to submit posts and the Summary essays after which penalties accrue.
- There is no final exam.
- 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 two groups.
- The Summary essays and Research Essay must be in APA style and format; upload through the Assignments Tool.
- I will regularly post content to guide you through course material.

Note: This course relies 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 the violence of Canadian settler colonialism, please keep in mind that the content may be triggering, emotionally challenging, upsetting, disturbing, offensive, traumatizing, even angering. 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 depending on the groups we belong to and our personal history. Find support if or when needed. Read the page [handout: Student Health and Wellness](#). Contact me if you find yourself needing direction.

[Photo of Gaza Guernica]

Gaza Guernica. 2023. from [Palestine Poster Project](#). Digitized and colourized images of Picasso's *Guernica* (1937) have been circulating on social media since Israel's onslaught in Gaza that began in Oct. 2023; I do not know who first colourized *Guernica* to resignify it with the colours of Palestine's flag for today's atrocity violence.

Assignments and Evaluation

assignment	weight	due
6 Posts - each 600-1000 words + one visual text	5% each x 6 = 30%	there is a two-day window to post without penalty: • Mod2 Jan. 16-17 mandatory • pick 2 from the following 3: ◦ Mod3 Jan. 23-24 ◦ Mod4 Jan. 30-31 ◦ Mod5 Feb. 6-7 • Mod7 Feb. 27-28 mandatory • pick 1 from the following 2: ◦ Mod10 March 20-21 ◦ Mod 11 March 27-28 • Mod12 Apr. 2 mandatory
2 Comments - 500 words each	5% each x 2 = 10%	post one before the Study Week; one after Study Week
2 Summary essays 1500-2000 words each	15% each x 2 = 30%	Feb. 12-13 and March 12-13

Research Essay - 2000-2500 words	30%	April 7

- 6 Posts. You summarize, interpret, analyze, and comment on the material on specific modules. Each is a minimum of **600-1000 words** and **1 visual text** (include hyperlinks where needed for academic integrity). Revise and edit your writing. (6, each marked out of 5%; together, calculated weight: **30%** of the final grade)
- 2 Comment. 500 words each. Reply to the ideas in a colleague's post, **add** to their discussion. 2 x **5%= 10%**. Post one before Study Week, the other after it but by April 7.
- Two Summary papers. 1500-2000 words. 15% each x 2 = **30%**. Use APA style and format. Upload on Assignments.
- 1 Research Essay. 2000-2500 words. **30%**. APA style and format. Upload on Assignments.
- Find the instructions on a particular module.
- See the Lateness policy below.

Due Dates and Lateness policy

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- All writing is due by 11:59 p.m. on the due date (with a one hour grace period).
- Late penalties for Posts accrue after the two-day window to post has passed. They are penalized **2% per day up to 3 days**.
- For the Summary essays and Research Essay, use APA style and format. Upload to the Assignments folder. Upload your paper in Word document format. No Pages documents.
- Lateness policy for the Summary essays: 2% a day up to 5 days (maximum 10%). After five days late, the Assignment folder closes.
- Lateness policy for the Research Essay: 1 day late, 10% penalty.
- Put word count at the end of the last sentence of the last paragraph of the Summary papers and Research Essay. Failure to do so: **minus .2**

- Append a filled-out AI Disclosure Form at the end of the Summary Essays and the Research Essay. Failure to do so: essay is not read nor evaluated.
- If an AI has been used in writing or research, it must be listed on the References page. Failure to do so: **minus 1 mark per AI**.
- Do not email assignments.

Find the course schedule on the Reading Schedule page.

I will be posting content on the Modules over the next weeks.

If you have any questions, please email me. Please put ANTH 3719 in the subject box so that I can identify you as a student in this class.

Let me know if any links on the D2L don't work.

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 a health problem or 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 Summary essay and the Research Essay. Follow the APA guidelines in a writing manual or the official APA site. See the samples I have provided and the files on the On Writing page.
- Use digital writing format for online posts and comments. Read the page Instructions for Digital Writing. Use signal phrases regularly in your paraphrasing of a writer's ideas. 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.

- While I do not recommend the use of AI for writing, this course allows *fair and responsible use* of AI tools, with strict parameters, **for essays**. No AI writing is allowed for the Posts or Comments or the Exam. Carefully read my stipulated policy on AI below. Breach of my AI policy will result in a failing grade or a Form 1 (Suspected Breach of Academic Integrity) sent to the Dean.
- Generally, I answer emails or messages within 48 hours. I do not read emails or messages on Friday after 5 pm, Saturday or Sunday. Emails or messages sent on the weekend will be read on Monday.

Use of AI in assignments

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone's or an AI's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, unfairly using AI to generate writing, failing to use quotation marks when quoting directly, buying essays, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty, including collaborating on individual assignments, will be reported and infractions penalized as required by the [Student Code of Conduct - Academic Integrity](#)^{iv}

Use of AI in assignments and studying

Read: [Can students use ChatGPT and other AI tools at Lakehead?](#) (Student Code of Conduct office, Lakehead University)

From the official APA website, read:

[Citing generative AI in APA Style: Part 1](#)—Reference formats

[Citing generative AI in APA Style: Part 2](#)—AI as a search engine and AI integrated into common software

[Citing generative AI in APA Style: Part 3](#)—Is AI “allowed” in APA Style?

This class allows **limited and responsible fair use** of AI tools. Any use of AI for assignments in this class must **be made evident and transparent to me**. An **AI Disclosure Statement** must be submitted with essays and the AI cited on the References page. Find the AI Disclosure Statement form on the D2L.

Lakehead University has a business arrangement with two Google AIs, Gemini and NotebookLM, that are accessed through your Lakehead University Gmail Google apps. For example, if creating study notes based on class content, these two AIs **may be** acceptable to some professors who allow AI use as Gemini and NotebookLM do not share the academic copyright protected content of a class (a professor's intellectual property) with Large Language Models, which would be a breach of copyright and the Non-Academic Student Code of Conduct.

Note that both the AIs have disclaimers in small text at the bottom: "NotebookLM can be inaccurate; please double-check its responses"; and "Gemini can make mistakes, so double-check it."

AI can be unreliable; it can "hallucinate," include misinformation and bias, make up authors, and plagiarize. Further, it uses enormous amounts of energy, such as water.

Fair and responsible 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—it is **not acceptable** to submit text that you have asked an AI to re-write to elevate it. Students **cannot use AI to write or rewrite their work or to stand in for their own writing and ideas**. They cannot copy-and-paste AI-generated text into their assignments and cannot rely on points of discussion that an AI lists and then present them as their own. The ideas that an AI provides are preliminary prompts from which a student must do their own selections, original work, and thinking. The final submitted work must be the original work of a student who has generated the ideas and made the decisions. DO NOT copy and paste AI generated text into your assignments and pass that off as your own writing.

You must acknowledge any functional use of AI (like editing your writing and translating words) on the AI Disclosure Statement. Any images, charts or data that was created by an AI must be cited. You must check for accuracy and credibility any secondary sources an AI provides. If the secondary sources don't exist or are falsely attributed to authors that do or do not exist, you have breached the Student Code of Conduct by providing false information.

If AI is used, a student **must**

1. double-check that the information and content it has provided is valid, true, accurate, credible, and in existence, that the texts, secondary sources (e.g. journal articles), quotes, page numbers, and writers/people it comes up with **actually exist**.
2. list the AI on the References page following APA standards. (see the link [Citing generative AI in APA Style: Part 1—Reference formats](#)) Failure to list the AI on the References page, **minus 1 mark per AI**.
3. cite any AI-generated material, text, and ideas that are included in the body of the essay by using signal phrases, quotation marks, and in-text parenthetical citation.
4. append an AI Disclosure Statement Form **on a separate page** and answer all the questions.

Did you use AI for the assignment? (Note: Grammarly is an AI tool.) If your answer is no, no further questions need to be answered. However, if you answered no, but I find AI use, you have breached the Student Code of Conduct. If you answer yes, complete the following questions: 2. Which AI tool//s did you use?; 3. why did you use it/them (for what purpose)?; 4. when (at what stage of writing) was it used?; 5. Where does it appear in your essay? and 6. what value does it add to your writing or ideas?

If using AI, students must **keep copies of the different drafts of their writing** as they may be asked to provide evidence of the different stages of their writing, how many drafts they wrote, and how their writing compares to that of the AI enhanced text. If a student is unsure of whether their use of AI is fair, speak to me so that standards of responsible and ethical writing are not breached.

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 for cited passages, and for the essays, correct APA 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.