



[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 2023, Jan. 9 - Apr. 11

Instructor: TBD

Email: TBA

Classe Form: Web Based

Office Hours: Not in person and by appointment

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 concepts that are created about them. What critical questions emerge when we move beyond mainstream or mythological representations? We will seek to decode ideologies and myths that construct normative ways of thinking about violence and war. Areas of focus include Canada, Indigenous nations, Palestine, Israel, and the United States. What power relations and representational strategies are at work in creating the social and cultural 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 and war. 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. 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. In addition, the pandemic has caused additional stress and can lead to feeling overwhelmed. Find support if or when needed.

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 through an anthropological lens how violence is produced, by whom, for what purposes, in what contexts, and producing what effects
- 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 a topic and write a credible argumentative essay
- Apply APA documentation style and format

Course Material

- Stand on Guard for Whom? A People's History of the Canadian Military. Yves Engler. 2021. Black Rose Books.
- online content

Note: The book Stand on Guard for Whom? 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 12 modules.
- You write 6 Posts (together, they are worth 20%) + 2 Comments (together, they are worth 5%)
- You write 1 Reading Response (10%) + 1 Book Review (20%) and 1 Research Essay (25%)
- There is a final 3 hour exam; it is written during the exam schedule; it is accessed online through the Quizzes tool.



- Post your Posts and Comments on the Discussions board. They are visible to everyone in the class.
- The Reading Response, Book Review and Research Essay are in APA style and format; upload through the Assignments Tool.
- I will regularly post content to guide you through course material.
- Students are divided into four groups: cat, dog, lynx, wolf

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.

Assignments and Evaluation

- 6 Posts. You summarize, interpret, analyze, and comment on the material on a module. There are 8 modules to choose from; write 3 Posts before the Study Break; 3 Posts after the break. 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 (max. 800 words); the 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, 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. (6 x 10% each; together worth 20% of the final grade)
- 2 comments. You comment on two other students' Posts on Modules for which you did not write a Post. One comment is posted before the Winter Break; the other comment, after the break. Respond to the student's ideas and include new ideas of your own. No image needed. Minimum 300 words each (max. 600 words). (2 x 5% each; together worth 5% of the final grade)
- 1 Reading Response paper. 750-1000 words. (3-4 pages). 10% Upload on Assignments.
- 1 Book Review. 1500-1750 words (6-7 pages). Besides the Introduction and Conclusion, the book has 19 short chapters; you summarize 12 of them. Using a set-out structure, students summarize (by paraphrasing) the content in the selected chapters, comment on specific examples, 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. 25%
- 1 Exam. 3 hours. 20%
- Find the instructions on the 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 .3 per day up to 3 days. (e.g. 7/10 -.3 = 6.7/10; -.6 = 6.4; -.9 = 6.1)
- After the due dates, they are not accepted for grading.
- For the Reading Response, Book Review and the Research Essay, use APA style and format. Upload to the Assignments folder. Upload Word documents
- or PDFs. No Pages or other forms. 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 all your writing. 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.
- To access the online class readings and visual materials, go to myReadings for LU library holdings or click on the links on the reading schedule or the specific Module.
- 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.
- Assignments are due on the due date and time. Late assignments are penalized accordingly and do not get comments.
- The Exam must be written on the scheduled day and time. If you have a class at that time, live in another time zone, or have another legitimate reason, email me.
- Complete the Academic Integrity Modules (AIM) and upload your AIM Certificate before the end of January.
- 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 and comments. Read the page [Instructions for Digital Writing](#). Ideas that are not part of course materials but refer to 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.

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, the Chair of Anthropology, and the office of Student Conduct and Case Management. For more information, see University Policies below.

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 Response, 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, 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- Academic Integrity](#) and [Non-academic Code of Conduct](#).
- 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.