**ANT 4409 Anthropology of Peace and Violence** 3 Credits

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Office Hours: **Tues/Thurs 3-7 and by appointment**

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Social Science 170

This course will explore the meaning and forms of peace and violence that are a part of our daily lives, in cultures, and globally. It is a broad subject that has engendered many debates and ideas about human behavior and we will explore some general but directed questions about peace and violence and its genesis in various units of analysis.only through the traditional academic discussions of violence and its causes, but also by exploring some of the forms of popular culture in which violence plays a prominent role, representing the dominant culture as a whole. Thus, we will watch popular movies and read novels that contain forms of violence while asking how violence becomes part of our daily lives and how we attempt to reconcile this fact with other building blocks of culture that we use to reproduce our social networks, households, and communities. Some of the questions we will address include: 1) How is violence defined by its victims as well as those who use it against individuals, groups and communities, 2) How does state-sponsored violence (i.e. war) differ from terrorism? What does militarization do to communities and their existing social fabric? 3) What marks the effects of violence on individuals and peoples? How do categories such as ethnicity, gender and race affect the propagation of violence, from domestic violence to slavery to genocide?

Violence is generally discussed as physical acts among individuals, groups or nations. Along with the questions posed above, this class will explore the more subtle forms of violence, particularly the structural and symbolic violence that are inherent in diverse forms of inequality and unequal access to societal resources. Violence is inherently integrated into larger processes of political economy and social life. Through case studies and cross-cultural analysis, we will analyze how violence and domination become internalized, expressed in the politics of everyday life and accepted by cultures around the globe. We will also explore the various levels of violence, from global to family violence. Finally, we will explore the resistance to violence and how communities of resistance develop solidarity and the will to fight for and maintain basic tenets of human rights.

Course requirements will include an in-class midterm, a group presentation and a final paper. The class will be divided into groups, and when there is time, we will follow the assigned roles described on group roles. The instructor must approve all topics for the final paper before final decisions are made. In addition, two literature reviews of 3-5 pages each will be due on the dates noted on the syllabus. The reviews will cover the course material up to the week the review is due, and will be expected to cover the topics discussed in the course material. The syllabus as it is now conceived is tentative, and will change according to class interests and the availability of films and other material needed for the class

**Preparation of your presentations, midterm and final paper:**

Please note that your presentations, along with your papers, should go beyond a simply summary of the material. The idea is to gain practice in synthesizing diverse sources into your own voice and point of view. To do this, make sure that you prepare your presentations before class, keeping in mind that for all of your oral and written work, you will need to (a) develop a theme, a thesis or set of theses, argument or other structure for your argument, b) demonstrate your understanding of the material; c) in most cases, integrate material from multiple authors and topic areas and d) prepare your oral presentation or written paper clearly and cogently. If you are having trouble making sense of your initial drafts, read them out loud to yourself—I have always found that a useful method for noting where unclear areas are situated. All opinions MUST be backed up by references. While your point of view is welcomed, it must be documented with readings from the syllabus and/or outside readings.

Students in small groups will be required to pick a case study to research, and to present the case study at the end of the semester. All students in the group will receive the same grade for the presentation. Case studies must be approved by the instructor.

All communications and e-mails about the course will also originate from Blackboard. Your student username is your FAUNET ID. If you do not know your FAUNET ID, see <https://secure.fau.ed.adaccount>. You will need to enter your social security number and PIN in order to obtain your FAUNET ID. Your initial password for Blackboard is you PIN (PINS are by default set to 2 zeros followed by the 2-digit DAY and 2-digit YEAR of birth. Your e-mail address in Blackboard is set as your FAU email address (to forward email to another account you should go to MyFAU and select “auto forward.”

**Course Objectives**

Students will read, analyze and discuss current issues outlined in the description of the course and complete the course with a project and/or paper that demonstrates an understanding of course topics as outlined in the description and in the weekly topic headings.

**Grading**

***Participation in discussion and attendance will account for at least 15% of final grade. More may be assigned at the discretion of the instructor. More than two unexcused absences will require an official and documented reason for the absence, or will lower the course grade by one full grade for EACH absence.***

Group Presentation 20%

Quizzes 10%

Midterm Exam (in class) 20%

Final Paper: 35%

*Please note that grades notated in Blackboard are not official grades. Only grades entered into the FAU system are official, along with grades noted on papers.*

**IMPORTANT NOTE:** When providing source material for class assignments or exams, **WIKIPEDIA** and other un-reviewed network citations **WILL NOT BE ACCEPTED.** These sites provide no proof that they are providing correct information and provide no context for their statements. In general, Internet citations will not be given the same weight as sources provided in the syllabus and in the bibliography at the end of the syllabus. *Students are expected to use the library and the sources provided. Note that many of the articles are available either on Blackboard or in electronic form via the University catalogue.*

**Classroom etiquette policy**

*Students disrupting normal classroom operations will be asked to leave and will be marked absent for the week. Computers may be used* ***ONLY*** *for note-taking. Students using their computers or other electronic equipment for other reasons, such as checking their e-mail and/or messages will also be asked to leave the class and will be marked absent for the week. If students are asked to leave the class more than once they will automatically fail the course.*

**Disability policy statement**

*In compliance with the Americans with Disabilities Act (ADA), students who, due to a disability, require special accommodation to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010) -- and follow all OSD procedures.*

**Code of Academic Integrity policy statement**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at* [*http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf*](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Texts and seminal articles for the for the seminar will include:

\*Nancy Scheper-Hughes and Phillipe Bourgeois, eds. 2004. *Violence in War and Peace: An Anthology* (Blackwell Readers in Anthropology);

\*Gourevitch, Philip, 1998. *We Wish to Inform You That Tomorrow We Will be Killed with Our Families: Stories from Rwanda. New York: Farrar, Strauss, Giroux.*

 *ALSO: The Ballad of Abu Garib*

Nancy Scheper-Hughes, N.D. "Dangerous and Endangered Youth" forthcoming in Kirsch, M (ed.) *Inclusion and Exclusion in the Global Arena.* Routledge, 2006;

Kleinman, Venna Das and Margaet Lock (eds). *Social Suffering.* Berkeley: University of California Press

\*Catherine Lutz and Donald Nonini, 1999. “The Economics of Violence and the Violence of Economics” in Henrietta Moore, ed. *Anthropological Theory Today,* Cambridge, UK: Polity Press;

Alexander Laban Hinton, 2002. *Genocide: An Anthropological Reader*, Malden, MA: Blackwell Publishers

\*June Nash, 2005. *Social Movements, A Reade*r, Walden, MA: Blackwell Publishers

\*Kirsch, Max 2006 "Introduction" to Kirsch, Max (ed.) *Inclusion and Exclusion in the Global Arena.* New York: Routledge.

## NOTE: The syllabus is subject to change during the course of the semester, including test and assignment dates.

**CLASS SCHEDULE**

**January 10:** **Class Introduction: Why Study Violence?**

Reading for next TWO weeks:

Gourevitch, Philip, 1998. We Wish to Inform You That Tomorrow We Will be Killed with Our Families: Stories from Rwanda. New York: Farrar, Strauss, Giroux.

Nancy Scheper-Hughes and Phillippe Bourgeois, Introduction: "Making Sense of Violence" in their *Violence in War and Peace*

Hannah Arendt, "On Violence" in Scheper-Hughes and Bourgeois, pp 23-244.

1. **January 12** –Readings: See Above
2. **January 17-19:** **Violence and Horror**

Readings: Conrad, Joseph, "From Heart of Darkness" in Scheper-Hughes and Bourgeois, 33-38

FILM: Hotel Rwanda

1. **January 24-26 Looking at Types of Violence/The United States**

Readings: Richard Powers ***GAIN***2009 (1998) Picador (various editions)

[Philip Gourevitch](http://www.amazon.com/Philip-Gourevitch/e/B001H6J2IM/ref%3Dsr_ntt_srch_lnk_3?_encoding=UTF8&qid=1263162948&sr=1-3) and Errol Morris (2009) [***The Ballad of Abu Ghraib***](http://www.amazon.com/Ballad-Abu-Ghraib-Philip-Gourevitch/dp/0143115391/ref%3Dsr_1_3?ie=UTF8&s=books&qid=1263162948&sr=1-3)**.** Penguin.

 FILM: Boyz in the Hood

1. **January 31/February 2:** **War**

Readings: Waterston, Alisse ed. 2009. *The Anthropology of War: Views from the Frontline.* New York: Berghahn Books.

1. **February 7-9: Power, Violence and Economics—**Readings: Catherine Lutz and Donald Nonini, "The Economics of Violence and the Violence of Economics" in Henrietta L. Moore, 1999. *Anthropological Theory Today,* Cambridge: Polity Press, pp 73-113

Chenua Achebe, Things Fall Apart (Novel)

FILM: Drowned Out

1. **February 14-16: Genocide/Holocaust**

Readings: Wolf, Eric 1999. “National Socialist Germany” in his *Envisioning Power: Ideologies of Dominance and Crisis.*Berkeley: University of California Press.

Hinton, Alexander, "Introduction: Genocide and Anthropology" in his *Genocide: A Reader.* Blackwell.Pp. 1-25.

Hannah Arendt, "Eichman in Jerusalem: A Report on the Banality of Evil" in Hinton, ed. (Fuller version than that in the Scheper-Hughes Reader).

Langer, Lawrence L. "The Alarmed Vision: Social Suffering and Holocaust Atrocity" in Kleinman, et al. eds. *Social Suffering*

1. **February 20-22: Structural Violence**

Readings: Farmer, Paul, 1997, "On Suffering and Structural Violence: A View from Below" in Kleinman, et al. eds. *Social Suffering* (edited version in Scheper-Hughes and Bourgeois).

Farmer, Paul, 2004. "An Anthropology of Structural Violence" *Current Anthropology* 45(3), 305-325 (read with included comments).

Scheper-Hughes, Nancy, 2004. "Dangerous and Endangered Youth" Ann. N.Y. Acad. Sci. 1036: 13-46

Bowe, John, 2003. "Nobodies" *The New Yorker,* April 21 & 28, pp 106-ff.

FILM: City of God. Other Films (on your own, if interested: Crash, Rabbit Proof Fence)*.*

1. **February 28-March 1: MIDTERM**
2. **March 7-9 NO CLASS/ SPRING BREAK**
3. **March 14-16: Reconciliation and Forgiveness**

Readings: Krog, Antjie 2000 (1998) *Country of My Skull: Guilt, Forgiveness and the Limits of Forgiveness in the New South Africa.* New York: Three Rivers Press. Pp 3-103.

Bourdieu, Pierre. "Gender and Symbolic Violence" in Scheper-Hughes and Bourgeois, pp. 339-343.

Bourgois, Phillip. "US Inner City Apartheid: The Contours of Structural and Interpersonal Violence" in Scheper-Hughes and Bourgeois, pp. 301-308.

**11. March 21-23: THE FUTURE OF VIOLENCE**

Readings:Dianne Nelson Oberhansly (2001) *Downwinders: An Atomic Tale, A Novel.* Black Ledge Press.

Diane Raines Ward, 2002. *Water Wars: Drought, Flood, Folly and the Politics of Thirst.* Riverhead Books

Margaret Atwood (2009) *Year of the Flood.* Novel

**12.March 28-30: REVIEW OF MAJOR THEMES/Reports on Presentations/Catch Up.**

**13. April 4-6: NO CLASS/ TO BE RESCHEDULED**

**14. April 11-13: Presentations**

**15. April 18-20: Presentations**

**16. April 25-27: Presentations**

**PAPERS DUE on Thursday APRIL 27, 5 PM. LATE PAPERS CAN NOT BE ACCEPTED**