

Class Meeting Time & Place: Monday, Wednesday, & Friday, 9.40-10.30am, in Hamilton 143

Office Hours: Tuesday 10am.-12pm., or by appointment.

Required Readings: All readings will be available for free, posted on Blackboard.

Bulletin Course Description

Violence and peace in current events, cultural practices, historical periods, and everyday experiences. The ethics shaping violence and peace-making strategies. Classroom discussions and lectures analyzing harm and wellbeing. Themes addressing the Values, Ethics, and Social Responsibility (VSR) Carolina Core component, including colonialism, environmental exploitation, bondage, mass extinctions, and racism.

Learning Outcomes

Upon the successful completion of this course, students will be able to:

1. Develop a working definition of violence that illustrates its causes, consequence, and functions.
2. Identify peaceful alternatives to violence; describe ideals and cultural beliefs that inform and support nonviolence.
3. Delineate the values and ethical principles that enable and impede violence; explain how ethical frameworks legitimate and define violence and peace.
4. Ascertain the limits of nonviolent or peacemaking practices; recognize forms of hidden or ethically-ambivalent violence.
5. Debate & Dialogue about the controversies and diverse perspectives on violence and peace.
6. Craft a position using values that apply to conditions under which violence or peace are ethical responsibilities.

Carolina Core Outcome

VSR - Students will be able to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Instructional Delivery Method: Learning will be facilitated through lectures, films, ungraded exercises, and inclass discussions. Student performance will be assessed through the following assignments:

Assignment	Points	Critical Dates
Participation	40	Each class
Literature Analysis Paper	34	Class Day of that Your Reading is Assigned
Discussion Question/Catalyst	6	Day of Your Assigned Lit. Analysis Paper
Film Analyses	40	Various Weeks
Group Debate	40	Week 14-16
<u>Final Exam</u>	<u>40</u>	<u>May 2 @ 9:00 a.m.</u>
	200	

Grade Scale

A =180-200; B = 160-179; C = 140-159; D = 120-139; F <=119

Carolina Core:

This course meets a requirement for the Carolina Core, VSR component, which addresses the following goals: identify the source and function of values; demonstrate an understanding of the importance of values, ethics, and social responsibility for the self and contemporary society; reflect on how values shape personal and community ethics and decision-making. Your assignments could be collected via blackboard and reviewed by Faculty & Staff who evaluate this course for the Carolina Core program. If your work is selected for this evaluation, your name and identity will be kept anonymous, only being viewed by myself and by a few reviewers. This carolina core evaluation will not affect your grade.

University Policies: The Carolina Creed encourages integrity. Please respect each others' opinions and refrain from personal attacks or demeaning comments. Plagiarism and other infractions invite disciplinary action by the university. If you miss more than 10% of the classes (unexcused), you will receive a penalty of 10pts. If you have a documented disability and need accommodations to participate in this class, contact the Office of Student Disability Services (803-777-6142; TDD 777-6744; sasds@mailbox.sc.edu; or visit LeConte College Room 112A) and get your services approved. If stress disrupts your class work, counseling and other services (some free) are available: call 803-777-5223 or see www.sa.sc.edu/shs/mentalhealth. The Student Success Center (803777-1000; www.sc.edu/success) offers programs that can help improve your course work, including tutoring, study skills training, and writing assistance.

SCHEDULEWeek 1: Introductions

1.10 Introduction to the Anthropology of Values & Ethics
What are your Values?

1.12 What is Violence? Jackman 2002: 387-415

1.14 Aggression: Human Nature or Cultural Consequence? Lorenz 1971: 20-45; Sussman 1997: 1-16

Week 2: Evolutionary & Primate Perspectives

1.17 MLK DAY: No Class

1.19 Primate Perspectives on Conflict, Sex, & Friendship de Waal 1995: 82-88

1.21 Statements on Violence Seville/UNESCO

Week 3: Anthropologies of Peace

- 1.24 Cross-cultural Approaches to Peace Fry 2007: 1-9, 10-32, 237
- 1.26 The Socialization of Wellbeing: an Ethnographic Perspective Draper 1978: 31-53
- 1.28 “Creating True Peace” : Spiritual Ideals & Practice Hanh 2003 Week
4: Nonviolent Philosophy & Practice

- 1.31 Gandhian, Hindu, Postcolonial Foundations of Peace Discourse Gandhi 1920; 2007
- 2.2 M.L.K’s Legacy King 1963
- 2.4 Comparative Approaches to Global Nonviolence

Week 5: Structural & Institutional Violence & Peace

- 2.7 Promoting Campus Safety, Combatting Sexual Assault University of South Carolina Student Code of Conduct Maxey 2003: 26-31
- 2.9 Character Assassination, Pesticide Science, & Environmental Harm Aviv 2014
- 2.11 Structural Violence & Peace Galtung 1969: 167-191

Week 6: Ethnography & “Tribal” War

- 2.14 Anthropological Debates on “Fierce People” Welsch and Endicott 2003: 222-244
- 2.16 Human & Yanomami Warfare Film: *The Ax Fight* Fry 2007
- 2.18 Yanomami Perspectives on Violence & Environment Kopenawa & Turner 1991: 1-8

Week 7: Colonization, Native American Worldviews & Resistance

- 2.21 Cannibal Encounters: Representational Violence Diamond 2000: 25-26; Hayes 2003: 151-170

2.23 Muskogean “Sacred Revolt” Against Colonialism

Martin 1991: 1-13; 133-148

2.25 Sacred Sites & Settler-Colonial Legacies

Week 8: Slavery, Lynching, & Violent Rites

2.28 Archaeology of American Slavery

Farnsworth 2000: 145-158

3.2 Lynching

Patterson 2000: 171-181

3.4 “Rituals of Blood”

Patterson 2000: 182-197 Week

9: SPRING BREAK

3.7-3.11 NO CLASS

Week 10: Guns, Mass Media & Technologies of Violence

3.14 Spatial Patterns of Gun Violence

Braga et al 2009

3.16 Guns, Schools, & Pop Culture

Bowling for Columbine

3.18 Can We End Gun Violence?

Malina et al 2016

Week 11: Ethics, Human Rights, Globalization

3.21 Cultural Relativism & Headhunting

Rosaldo 2000

3.23 American Interests & Globalized Violence

Sardar and Davies 2002

3.25 Human Rights: A Universal?

U.N. UDHR

Week 12: Case Study: (Anti)Apartheid

3.28 Historicizing Apartheid & Rationales for it

Mandela 1964

3.30 Anti-Apartheid Activism & Remedies for State Violence

Hayner 2001: 24-49

4.1 Restitution & Human Remains in Namibia

Henrichsen 2020

Week 13: Exile & Dispossession

4.4 Forced Migration Colson 2003

4.6 Native American Removal Black 20094.8 Competing Narratives about Gentrification McDavid 2011 Week14 Interspecies & Intraspecies Violence & DEBATE 14.11 Anthropologies of the Sixth Extinction Barnosky et al 2011 ; Solidokoff 20124.13 Gendered Eco-Activism Nierenberg & MacDonald 2010
Rules for Ethical Debate: Mutual Respect, Constructive Disagreement, Common Ground4.15 Debate: Nations Should Make Economic/Lifestyle Changes to Combat Climate Change? Group
1(yes) vs. 2 (no)Week 15: Group Debate Assignments

4.18 Is A Country Justified in Going to War if it's not invaded/physically attacked? Group 3(yes) vs. 4(no)

4.20 Reparations: A Valid Remedy for U.S. Racism? Group 5 (yes) vs. Group 6 (no)

4.22 Is Abortion a justified form of Violence? Group 7 (yes) vs. 8 (no)

Week 16: Final Thoughts

4.25 Final Exam Preparation, Final Thoughts

Final Exam: May 2, Monday, 9:00 a.m.***Participation***

Attendance and active engagement are crucial components. Students should be prepared to converse with classmates and the instructor about readings, lectures, topics raised in class discussion, or ways these relate to wider society or their feelings about an issue.

Literature Analysis Paper

Write a 2-3 page essay that incorporates the following aspects.

<u>Task</u>	<u>Points</u>
Your Presentation (paper typed [2pts.], and proofread for spelling [2] & grammar [2])	6
Main Argument (what is author trying to convince you of)	6
Strength (how this reading improves understandings of violence or peace)	4
Weakness (faulty or missing ideas or evidence re: viol./peace)	4
Relevance to Course Learning Outcomes (specify three outcomes[6] & reading themes[6])	12
<u>Reference (proper citation [use MLA or professional format])</u>	<u>2</u>
TOTAL	34

Lit. Analysis Discussion Question/Catalyst

Present in class (same day as your lit. analysis) 1 question or talking point from your literature analysis to stimulate class conversations regarding violence or peace, value-systems, causes, or ethical implications. **6pts.**

Film Questions

To be announced on the day of the film. An example is as follows: What does the film title mean? What is the film-makers main argument?

Group Debates

The aim of the assignment is to undertake a debate between 2 groups over the issue or problem assigned on the syllabus (Week 14-15). This is a collaborative exercise in which group members will work on an assigned issue by preparing a 15 minute presentation on the merits of your position. This will be followed by a presentation by your opponent (15min.). You'll have 10 minutes to engage in a rebuttal preparation discussion in class. Finally, each side will finish the day presenting their unique 5 minute rebuttals.

<u>TASK</u>	<u>POINTS</u>
1. Clearly state <i>your position</i>	4
2. Articulate what <i>values and/or ethical issues</i> define the <i>debate & your position</i>	4
3. Describe <i>why your issue is important</i> (ethically, socially, politically, etc.)	2
4. Describe why this debate is important to have <i>now</i>	2

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| 5. Give some <i>background history</i> on the issue's development | 2 |
| 6. Provide <i>evidence</i> for your position and claims | 6 |
| 7. <i>Engage the audience</i> using some rhetorical and presentational means | 4 |
| 8. Limit your presentation to <i>15 minutes</i> & rebuttal to <i>5 minutes</i> | 2 |

TASKPOINTS

Listen to your adversary (group) and develop refutations of their arguments.

In your 5 minute rebuttal presentation address the following:

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| 1. What are the <i>weaknesses</i> in your opponent's <i>evidence</i> ? | 7 |
| 2. What <i>rebuttals</i> can you provide to your opponents' <i>arguments & logic</i> ? | 7 |

TOTAL

40

Final Exam

Questions that integrate course readings, lectures, films, exercises, and discussions.

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