

ANTH 101
Autumn 2019
Time: T,Th 8:30-10:20am

Instructor: Danny Hoffman
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Khathaleeya Liamdee AA, AD, AE
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Course Website:

<https://canvas.uw.edu/courses/1317841>

ANTH 101 Autumn 2019

EXPLORING SOCIOCULTURAL ANTHROPOLOGY (War & Society)

Course Aims: This class is intended to introduce you to fundamental concepts in sociocultural anthropology. Our topical focus – war and society – will allow you to put these concepts to work. It is an invitation to think critically about a fundamental part of the human experience. Learning to think violent conflict anthropologically means learning to interrogate some of our most basic – and in some cases most cherished - assumptions about war and its role in society.

Course Format: This course has two weekly lectures: Tuesday and Thursday mornings from 8:30-10:20. We will usually take a break during this lecture, though we may elect to end class early in lieu of a break depending on the program for the day. During our class meetings we will be viewing a large number of film clips and still images and we will occasionally break into smaller discussion groups. Please do not hesitate to let me know if you have any special requirements for viewing the visual material we cover in class or for participating in the lecture or discussions.

In addition to the twice weekly lectures, there will be sections that meet for 50 minutes on Fridays. Each student enrolled in the lecture should also be enrolled in one of the sections. Your section will be led by one of the two TAs listed above. They are the instructor of record for the section, and so it is important that you know who they are and that they know you.

Course Requirements: There are a variety of requirements for this course.

First and most important is keeping up with the reading and coming to class. Although attendance will not be taken, a significant portion of your grade will be based on things we do in class. It is therefore very important that you come to class, and that you have completed the readings assigned for that class.

Grading and assignments:

20%. Group in-class learning activities: You will be put into discussion groups during the first week of class. Over the course of the quarter, your group will be assigned tasks that earn points for participants on that day. There will be 10 graded group learning activities over the course of the quarter for 12 points each; that means that you can miss two group activities and still earn a 100. These point-scoring activities will not be announced in advance, and they will take place in both the lecture and the section meetings. If you are not in class and do not participate in the activity, you will not receive points. If you have a UW ACCOMMODATION to miss class, you will be given the same task to complete on the road; it is up to you to communicate with your TA about absences. Purpose of the assignment: We want to break down the large lecture approach to learning and give you the space and opportunity to develop connections and friendships with your peers.

30%. In-class assessments: Every three weeks we will have an assessment covering those weeks of reading, class discussions, and all class activities such as films and guest lectures. These assessments are designed for you to do well if you come to and engage with each class, and if you do all the readings. (There will be questions about each reading, each guest speaker or activity, and every class discussion). These assessments take the place of a mid-term and final exam. In a large class, we don't have the ability to discern what absences are credible. You must have a written accommodation from the university to be excused from an in-class assessment, although you are still required to take the assessment. If you miss a class, you are responsible for all the material covered in that class, including guest speakers where there are no PowerPoints (you can meet with your TA to cover missed content). You can exercise a **one-time** option to miss an assessment. You must hand in a typed summary of main themes from each of the readings (approximately 350 words per reading) over the three-week period as well as the lecture, activity, and guest speaker notes. Unlike the in-class assessments, writing matters and is part of the grade. Submit written summaries to your TA. Purpose of the assignment: The assessments will encourage you to synthesize your learning, apply critical thinking skills, and develop original ideas about course material.

Assessment dates:

- #1. Tuesday, Oct. 15
- #2. Thursday, Nov. 7
- #3. Thursday, Dec. 5

30%. Applied writing projects: Please double-space your papers and upload them on Canvas. You can use any format you want, but just be sure to apply it consistently. Always have citations (short versions in the body of the paper, and full citations at the end). Proofread carefully, and make sure your work connects strongly to our course discussions and readings. You will be

graded on Content, Writing, Originality, and Effort (each category is worth 25 points, and you will receive corresponding scores for C, W, O, and E). In fairness to your peers who submit work on time, you will lose 5 points if the paper is uploaded 1-minute to 24 hours late. If you run into problems with Canvas, email your paper to your TA before the deadline to show it was done on time. *You must still upload it to Canvas to receive a grade.* Papers more than 24 hrs late will lose 10 points. Purpose of assignments: sharpen critical thinking, writing, and research skills, and contribute ideas that enable us to collectively consider intersections of anthropology and war.

Writing assignment #1: Cultural relativity and the meaning of war

Due date: Friday, Oct. 4 before 10 p.m.

Interview someone in your group you have never met before to learn about their attitudes toward war. How do they define war? Do they think war is an inevitable, human universal – or do they think some cultures pre-disposed to collective violence? Does your interviewee feel that war has shaped their own lives in a meaningful way, or is war something that they think of as happening “elsewhere” in space and time. Ask open-ended, non-leading questions about who they are, and see if you can get them to talk about how their culture, identify, family, religion, nationality, education, etc. influences the way they think about war. For your writing assignment, please answer the following question: based on your interview, how do you think your classmate’s culture influences the ways they think about war? Make sure to define and discuss culture and cultural relativity in this short paper. Maximum length: 500 words.

Writing assignment #2: The Image of War

Due date: Friday, Oct. 25 before 10 p.m.

For this assignment, please choose a visual representation of war. This can be a painting, a still photograph, or a film. Your chosen image must be a literal depiction of warfare, though obviously that can mean many different things. Then please choose someone to interview about this image. What does your interviewee see in the image? What meaning do they see there? Ask open ended questions that will help you to understand what they see in your image, and most importantly, what they *bring* to the image. Where do these understandings come from? Are there ways in which your interviewee’s culture could be said to shape how they read the image? What parts of your interviewee’s individual life experience lead them to read the image in the way that they do, and how do you as the analyst account for those particularities?

Max length: 500 words + visual (if you use a film, include a screen shot of the poster)

Writing assignment #3: War Talk

Due date: Friday, Nov. 15 before 10 p.m.

War talk is everywhere. For this assignment, please locate a text in which the vocabulary of war is being used to describe something *other* than actual, physical collective violence. Your text can be almost anything – a newspaper article, the text of a political speech, a song or poem. If you can’t think of anything else, you might look up the famous “War on Drugs” or the lyrics of Christian hymns about Soldiers of the Lord. Or see if you can find a Seattle politician calling for an army of volunteers to fight homelessness. There are (almost) no limits. Then please write a short paper describing the assumptions you see embedded in this vocabulary of war. How does this language frame its subjects? Can you critically break down elements of the worldview that make this vocabulary make sense in the cultural context of the text you have chosen?

Max length: 500 words.

Writing assignment #4: Op-ed project

Due date: Mon. Dec. 2 at 10pm

Op-eds are one of the most common ways for researchers to become public intellectuals. For this assignment, you will be writing an op-ed for a publication of your choice. You can choose a newspaper, a blog, a magazine – it's up to you. But please choose a *specific* media outlet. You will write differently for *The Wall Street Journal* than you would for a blog on Vice News.

Your op-ed should use an anthropologist's toolkit to persuade your readers to think differently about a conflict in the news. You should avoid using jargon that you do not explain in the piece, but you should absolutely draw on anthropological concepts. You could use your op-ed to challenge a hegemonic interpretation of an on-going crisis, or to call attention to a conflict that you think should be more prominent in your readers' minds. You should make reference to material from the class, but you do not need formal citations.

Maximum length: 500 words

20% Final project (applied anthropology): Research that shapes our culture.

Due date: Uploaded to Canvas on Tues. Dec. 10 by 10 p.m.

Research a community impacted by war and produce an 8 minute vlog that considers the ways that mass violence has impacted the culture of that community and/or the way that community's culture has shaped its war history. You are not expected to provide definitive answers about how war might have impacted gender identity or the body/health of the population for example, but you can draw on readings about gender or medical anthropology to consider the types of questions that might be important to consider in the community you are researching. The goal of this vlog is to demonstrate that you can think anthropologically about the sociocultural impacts of war for the community you research. Keep in mind that both "community" and "culture" are open-ended terms; how you define them will be part of the challenge of the project. You should submit a detailed outline of your vlog, including articles and sources you draw on for your production. Upload both your vlog and your outline onto Canvas by the due date.

Purpose of this assignment: For you to develop and use your voice in a manner that applies the ideas from our course to current events, including ongoing efforts by numerous communities worldwide living with the legacies of mass violence. Our hope is that you leave this class with an appreciation for your own skills and abilities to shape our world using your UW education.

Teaching Assistants: There are two TA's for this course: Khathaleeya (Kat) Liamdee and Kyle Trembley. Their contact information and office hours are listed above.

Your TA is your primary contact for the class. TAs will have regular office hours, and you are encouraged to make use of that time. The TAs can help work through material that is unclear or address other issues. You should think of them as full instructors for this course. And because they are responsible for grading most of your assignments, you are better off liaising directly with them. If you cannot make your TA's office hours, please feel free to see the other TA; the TAs meet regularly and should be able to help you even if they do not lead your particular section.

Email Policy: If you have questions or concerns during the quarter, the preferred method for communicating with me or with the TAs is in person. Please come to our office hours.

Any emails should first go to your TA. They can forward those to me if appropriate. The TAs will do their best to respond to your emails as quickly as possible. But please do not expect an immediate response, or a response late at night or over the weekend. Please do not send emails to me or to the TAs asking if there is anything you missed if you did not attend class. I have instructed the TAs not to answer such emails. You are responsible for getting notes, etc. from someone who did attend. If you then have specific questions you can take those to the TA for clarification. Any material that we distribute in class will also be posted online.

Required Texts: There are two required texts for this course.

Campbell, Madeline Otis. 2016. *Interpreters of Occupation: Gender and the Politics of Belonging in an Iraqi Refugee Network*. New York: Syracuse University Press.

Okorafor, Nnedi. 2015. *Binti*. New York: Tor Books.

Both books are available at the UW Bookstore. There is also a reserve copy available for 4-hour check-out at Odegaard Library.

You can access an e-book version of *Interpreters of Occupation* through the UW library system by searching the UW catalog or directly with this link:

(<https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71247351920001451>)

Please note that the publisher puts a limit on how much of the ebook can be printed, though you can read the entire book online. In addition to the hardcopy of *Binti*, UW Bookstore has a less expensive ebook version available for purchase.

All other readings for this class will be available on the course website.

Course website: The course website is listed above. It includes a copy of the syllabus, a place for announcements, links to drop boxes for any assignments that are to be submitted digitally, and a section for electronic reserves. Any material I pass out in class will also have digital copies archived here. Note that the course website is restricted to people enrolled in the class.

Anthropology's Writing Center: The Department of Anthropology has a writing adviser available to help you with writing assignments. AWRC is located in Denny 423. More information, including how to schedule an appointment can found at <http://staff.washington.edu/anthwrc>. The center works on a walk-in basis, but appointments take precedence.

Religious Accommodation Policy: Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

Schedule

Week 1: Introduction

On the first day of class we will pass out the syllabus, discuss the course format, expectations and goals.

26 Sept. (Th) - No reading

Week 2: Margaret Mead versus the Chimpanzees; or, What do we talk about when we talk about war?

1 Oct. (T):

Please read before class:

Maček, Ivana. 2018. "Transmission and Transformation: Memories of the Siege of Sarajevo," in *Civilians Under Siege from Sarajevo to Troy*. A. Dowdall and J. Horne, eds. London: Palgrave. 15-35.

Mead, Margaret. "Warfare is Only an Invention – Not a Biological Necessity," in *Cultural Anthropology: A Reader for a Global Age*. K. Guest, ed., 286-293.

3 Oct. (Th)

Please read before class:

Miéville, China. 2016. "The 9th Technique," in *Three Moments of an Explosion*. Del Rey, 98-107.

Scranton, Roy. 2018. "Memories of My Green Machine," in *We're Doomed: Now What?* Soho Press, 105-124.

Please note that your first writing assignment is due on Friday, Oct. 4 by 10pm

Week 3: War Produces as Much as it Destroys

8 Oct. (T) –

Please read before class:

Donham, Donald. 2006. "Staring at Suffering: Violence as a Subject," in *States of Violence: Politics, Youth and Memory in Contemporary Africa*. E. Bay and D. Donham, eds. Charlottesville: University of Virginia Press, 16-33.

10 Oct. (Th) – *Somalia case study*

Please read before class:

Kapteinjns, Lidwien. 2013. Chapter 1, "Speaking the Unspeakable: Somali Poets and Novelists on Civil War Violence," (21-70) and Chapter 4, "The Why and How of Clan Cleansing: Political Objectives and Discursive Means," (192- 240) in *Clan Cleansing in Somalia: The Ruinous Legacy of 1991*. Philadelphia: University of Pennsylvania Press.

Week 4: Representations and Realities on the ground: the case of Somalia

15 Oct. (T): Somalia Case Study – guest lecture by Dr. Lidwien Kapteinjns

Please read before class:

Sontag, Susan. 2002. "Looking at War," *The New Yorker*. Dec. 9, 2002. 1-39.

In-class assessment #1 in class after Dr. Kapteinjns guest lecture

17 Oct. (Th) – War and representation

Please read before class:

Gürsel, Zeynep Devrim. 2012. "The Politics of Wire Service Photography: Infrastructures of Representation in a Digital Newsroom." *American Ethnologist* 39(1): 71-89.

Kulick, Don and Margaret Willson. 1994. "Rambo's Wife Saves the Day: Subjugating the Gaze and Subverting the Narrative In a Papuan New Guinean Swamp," *Visual Anthropology* 10(2): 1-13.

Week 5: Bodies in Combat

22 Oct. (T)

Please read before class:

MacLeish, Ken. 2014. "The Ethnography of Good Machines," *Critical Military Studies* 1(1): 11-22.

Roach, Mary. 2016. "Boom Box: Automotive Safety for People Who Drive Over Bombs," in *Grunt: The Curious Science of Humans at War*. Norton, 40-55.

24 Oct. (Th) : *Combat as Sport / Sport as Combat / Sport and Combat*

Please read before class:

Armstrong, Gary. 2007. "The Global Footballer and the Local War-zone: George Weah and Transnational Networks in Liberia, West Africa," in *Globalization and Sport*, ed. by R. Giulianotti and R. Robertson. Blackwell Publishers, 122-139.

Please note that your second writing assignment is due on Friday, Oct. 25 by 10pm

Week 6: Fierce and Peaceful People

29 Oct. (T) *The Social Construction of Allies and Enemies* – guest lecture by Kat Liamdee

Please read before class:

French, Lindsay. 2002. "From Politics to Economics at the Thai-Cambodian Border: Plus Ça Change..." *International Journal of Politics, Culture and Society* 15(3): 427-470.

Puar, Jasbir and Amit Rai, 2002. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots," *Social Text* 72, 20(3): 117-148.

31 Oct. (Th) *The Yanomami Studies*

Please read before class:

Chagnon, Napoleon. 1992. "Doing Fieldwork among the Yanomamö," excerpt, 1-12. from *Yanomamö: The Fierce People*.

Tierney, Patrick. 2000. "The Fierce Anthropologist," *The New Yorker* Oct. 9., 50-61.

Week 7: Homefronts

5 Nov. (T)

Please read before class:

Campbell, Madeline Otis. 2016. Introduction, Chapter 1-3. (pgs. 1-111). *Interpreters of Occupation: Gender and the Politics of Refugee Belonging in an Iraqi Refugee Network*. Syracuse University Press.

7 Nov. (Th)

Please read before class:

Campbell, Madeline Otis. 2016. Chapter 4-6, Conclusion (pgs. 112-211). *Interpreters of Occupation: Gender and the Politics of Refugee Belonging in an Iraqi Refugee Network*. Syracuse University Press.

In-class assessment #2 in class

Week 8: Non-human Casualties and Collateral Damage

12 Nov. (T) – guest lecture by Kyle Trembley

Please read before class:

Raffles, Hugh. 2007. "Jews, Lice, and History," *Public Culture* 19(3): 521- 566.

Mavhunga, Claperton. 2011. "Vermin Beings: On Pestiferous Animals and Human Game," *Social Text* 29(2): 151-176.

14 Nov. (Th)

Please read before class:

Garcia, MariaElena. 2015. "Love, Death, Food, and Other Ghost Stories: The Hauntings of Intimacy and Violence in Contemporary Peru," *Economies of Death: Economic Logics of Killable Life and Grievable Death*. New York: Taylor & Francis, 160-175.

Kosek, Jake. 2010. "On the New Uses of the Honeybee," *Cultural Anthropology* 25(4): 650-678.

Please note that your third writing assignment is due on Friday, Nov. 15 by 10pm

Week 9: Anthropology on the Front Lines

19 Nov. (T)

Please read before class:

Neiburg, Federico. 2017. "Serendipitous Involvement: Making Peace in the Geto," in *If Truth Be Told: The Politics of Public Ethnography*, D. Fassin, ed. Duke University Press, 119-137.

Clarke, Kamari Maxine. 2012. "Toward a Critically Engaged Ethnographic Practice," in *Transforming Ethnographic Knowledge*, R. Hardin and K. M. Clarke, eds. University of Wisconsin Press. 137-159.

Straight, Bilinda. 2009. "The Sense of War Songs," in *Violence: Ethnographic Encounters*, edited by P. Ghassem-Fachardi. Berg, 70-78.

21 Nov. (Th) –

Please read before class:

Fosher, Kerry. 2010. "Yes, Both, Absolutely: A Personal and Professional Commentary on Anthropological Engagement with Military and Intelligence Organizations," in *Anthropology and Global Counter-Insurgency*, ed. by J.D. Kelly, et. al., Chicago, 261-271.

Ahuja, Neel. 2016. "Staging Smallpox: Reanimating Variola in the Iraq War," in *Bioinsecurities: Disease Interventions, Empire, and the Government of Species*. Duke Press, 133-168.

Week 10: Histories and Historical Traumas

26 Nov. (T)

Please read before class:

Ferrándiz, Francisco. 2018. "Death on the Move: Pantheons and Reburials in Spanish Civil War Exhumations," in *A Companion to the Anthropology of Death*, A. Robbins, ed. 189-204.

Pedersen, Duncan and Hanna Kienzler. 2015. "Exploring Pathways of Distress and Mental Disorders: The Case of the Highland Quechua Populations in the Peruvian Andes," in *Culture and PTSD: Trauma in Global and Historical Perspective*. D. Hinton and B. Good, eds. Philadelphia: University of Pennsylvania Press, 240-274.

28 Nov. (Th) *No Class*

Please note that your fourth writing assignment is due on Monday, Dec. 2 by 10pm

Week 11: Future Wars

3 Dec. (T)

Please read before class:

Gusterson, Hugh. 2019. "Drone Warfare in Waziristan and the New Military Humanism," *Current Anthropology* 60(19): 77-86.

Welzer, Harald. 2012. "Killing Tomorrow: Never-Ending Wars, Ethnic Cleansing, Terrorism, Shifting Boundaries," in *Climate Wars: What People Will Be Killed for in the 21st Century*. New York: Polity Press,

5 Dec. (Th)

Please read before class:

Okorafor, Nnedi. 2015. *Binti*. New York: Tor Books.

In-class assessment #3 in class

Please note that final projects are due by 10 Dec. at 10pm via Canvas