

Subject Outline

Subject Name	Anthropology of Violence: The State, Politics and Citizens
Subject Code	AN2106:03
Study Period	1
Study Mode	Internal
Campus	Townsville
Subject Coordinator	Professor Rosita Henry

We acknowledge the Traditional Owners of the lands and waters where our University is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

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Pre-requisites

To undertake this subject, students must have successfully completed 12 credit points (four subjects) of level 1 study at tertiary level

Subject outline preparation

This subject outline has been prepared by Rosita Henry for the College of Arts, Society and Education, Division of Tropical Environment and Society, James Cook University. Updated January 2019.

Q1. This subject is offered across more than one campus and/or mode and/or teaching period within the one calendar year.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q2. If yes (Q1), the design of all offerings of this subject ensure the same learning outcomes and assessment types and weightings.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q3. If no (Q2), [insert name] has authorised any variations, in terms of equivalence.		

Subject outline peer reviewer

Name	Dr Christine Pam
Position	Tutor
Date reviewed	17 January 2019

Staff contact details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Rosita Henry	D4.113	47814231	Rosita.Henry@jcu.edu.au	Tuesdays 2-3pm Tuesdays 5-6pm Thurs 11-1pm
Tutor 1 (Weeks 9-13)	TBA				

* Consultation times are by appointment. Please include AN2106 in the subject line of all emails. If you do not receive a reply within two business days, please send your email again. It is best if you reserve your questions to ask in class, as if you have a question someone else probably has the same question.

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1 Subject at a glance

1.1 Student participation requirements

The JCU [Learning, Teaching and Assessment Policy](#) (4.3) indicates that, “a **3 credit point subject** will require a **130 hour work load** of study-related participation including class attendance over the duration of the study period, **irrespective of mode of delivery**”. This work load comprises **timetabled hours** and **other attendance requirements**, as well as **personal study hours**, including completion of online learning activities and assessment requirements.

Note that “attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects” (Learning, Teaching and Assessment Policy, 5.10); and that additional hours may be required per week for those students in need of **English language, numeracy or other learning support**.

Key subject activities	Time	Day and date	Room/Location
Study materials and lecture recordings and links to readings will be provided via LearnJCU	Students are expected to spend at least 8 hours per week covering (reading, listening, watching and taking notes on) the study material provided via the LearnJCU site before attending the face to face workshop.		
Workshop (2 hours per week)	Tuesdays 3-5pm in Room 142.022		

For information regarding class registration, visit the [Class Registration Schedule](#).

1.2 Key dates

Key dates	Date
Census date	Thursday 28 March
Last date to withdraw without academic penalty	Friday 19 April
Assessment task 1: Workshop Participation 20%	Due: Weekly
Assessment task 2: In-Class Tests/Quizzes (30%) [3 tests worth 10% each]	Due: Test 1 (Monday 18 March); Test 2 (Monday, 8 April); Test 3 (Monday 27 May)
Assessment task 3: Research Essay [50%]	Due: Friday 31 May

2 Subject details

2.1 Subject description

Violence, its forms and controls, is fundamental to human social existence and is central to theories regarding the nature of society, citizenship and the state. The anthropology of violence addresses these points from a comparative cross-cultural perspective. Emphasis is given to the situational nature of violence and human conflict with case studies of warfare, political memory, state-based violence, struggles for democracy and liberation, sexual violence, genocide and ethnic conflict.

2.2 Subject learning outcomes

Students who successfully complete this subject will be able to:

- analyse the relationship between violence, culture and human nature
- examine and discuss cross-cultural approaches to violence, and explore in depth at least one major anthropological study of violence
- analyse and evaluate the importance of violence in modern social theory and its significance in state politics
- demonstrate an awareness of the importance of social struggle for the recognition of rights and citizenship

These outcomes will contribute to your overall achievement of **course learning outcomes**. Your course learning outcomes can be located in the entry for your course in the electronic [JCU Course and Subject Handbook 2019](#) (click on 'Course Information' bar/ select 'Undergraduate Courses' or 'Postgraduate Courses'/ select relevant course/ scroll down to 'Academic Requirements for Course Completion', 'Course learning outcomes').

2.3 Learning and teaching in this subject

This subject is taught in blended mode and structured in terms of 4 modules. There will be no face to face lectures. All lecture recordings and other study material will be made available through Learn JCU. Students enrolled in the internal mode of the subject are expected to read or listen to the study materials before attending a 2 hour face to face workshop each week in which these materials and accompanying workshop readings will be discussed. Externally enrolled students will instead participate in a weekly online discussion forums via LearnJCU.

Module 1 - War and Peace: Classical Anthropological Approaches to Violence

This module introduces students to some of the classical anthropological approaches to understanding collective violence, warfare and peacemaking.

Module 2 - Collective Violence: Culture, Crime and Criminalisation

This module provides a critical focus on concepts of crime, criminalisation and criminal activities in the context of war, including pre- and post-war situations.

Module 3 - Cultural Formations of Violence

This module focuses on cultural representations and how violence becomes embedded in everyday life during war and peace. The module includes case studies on structural and symbolic violence, embodied violence, trauma, memory and the memorialisation of violence.

Module 4 - Violent States, Politics and Citizenship

This module focuses on violence that arises in the context of state militarisation and securitisation and tensions that arise regarding concepts and practices of citizenship, including emancipatory struggles against the State.

The nature of the subject content of AN2106 and the assessment tasks require students to develop their skills in reading, writing and verbal communication. Students will learn to compare and contrast the discursive styles of different knowledge systems and different cultural approaches to the nature and meaning of violence. Violence and its concomitant suffering are fundamental human issues that have exercised great minds for millennia and have informed the development of philosophy and social theory on crime, criminality and criminalisation. Therefore, students undertaking this subject will be exposed to critical concepts and theories, and through this they will enhance their own powers of critical thinking and cross-cultural understanding.

2.4 Student feedback on subject and teaching

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. **YourJCU Subject and Teaching Surveys** provide a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. These surveys are available to all students through [LearnJCU](#). You will receive an email invitation when the survey opens. We value your feedback and ask that you provide constructive feedback about your learning experiences for each of your subjects, in accordance with responsibilities outlined in the [Student Code of Conduct](#). Refrain from providing personal feedback on topics that do not affect your learning experiences. Malicious comments about staff are deemed unacceptable by the University.

In response to previous student feedback and other data, we have substantially revised the lecture material and tutorial topics and have added relevant supplementary audio-visual material to the LearnJCU site for AN2016.

2.5 Subject resources and special requirements

All subject readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are available to view online from your *Readings list* via your LearnJCU subject site. Textbooks listed in your *Readings list* include links to Co-op Bookshop purchasing details and library holdings. The JCU Library has limited print copies of prescribed textbooks for two-day loans, and options for viewing available eTextbooks online.

Additionally, you can find the most appropriate library subject resources, including dedicated discipline libguides, relevant databases and access to library services and staff through the *Your Library* tool, in your LearnJCU subject site.

Readings are specified in the Subject Calendar.

In addition to these weekly readings, students are required to read in full at least one text on which you will base your major essay. The books are available to borrow either as paper copies or e-books from the library. Some of the books are expensive to buy but you could try to obtain a second hand copy. You are required to **choose only one** from this list of three:

Fassin, D. 2013. *Enforcing Order: An Ethnography of Urban Policing*. Cambridge: Polity Press.

Nordstrom, C. 2004. *Shadows of War: Violence Power and International Profiteering in the Twenty-First Century*. Berkeley: University of California Press

Taylor, C. 1999. *Sacrifice as Terror: the Rwandan Genocide of 1994*. Oxford: Berg Press.

3 Assessment details

3.1 Requirements for successful completion of subject

In order to pass this subject, you must achieve an overall percentage of 50% or more.

Assessment items and final grades will be reviewed through moderation processes ([Learning, Teaching and Assessment Policy](#), 5.13-5.18). It is important to be aware that assessment “is always subject to final ratification following the examination period and that no single result represents a final grade in a subject” (Learning, Teaching and Assessment Policy, 5.22.).

3.1.1 Inherent requirements

[Inherent requirements](#) are the fundamental abilities, attributes, skills and behaviours needed to achieve the learning outcomes of a course while preserving the academic integrity of the university’s learning, assessment and accreditation processes. Students and prospective students must be able to demonstrate that they have acquired or have the ability to acquire the inherent requirements for their degree.

Reasonable adjustments may be made to assist students manage additional circumstances impacting on their studies provided these do not change the academic integrity of a degree. Reasonable adjustments do not alter the need to be able to demonstrate the inherent requirements of the course. Students who believe they will experience challenges completing their degree or course because of their disability, health condition or other reason should discuss their concerns with an AccessAbility Services team member or a member of College staff, such as the Course Coordinator. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

3.2 Feedback on student learning

Students will be provided with progressive feedback via the first 2 online tests and may seek feedback on their progress throughout the semester regarding their participation in the workshops or LearnJCU Discussion Boards. Feedback on the final critical essay will be provided within 3 weeks of submission, provided the essay is submitted by the due date.

3.3 Assessment tasks

ASSESSMENT TASK 1: WORKSHOP PARTICIPATION

Aligned subject learning outcomes	<ul style="list-style-type: none">• Analyse the relationship between violence, culture and human nature• Examine and discuss cross-cultural approaches to violence• Analyse and evaluate the importance of violence in modern social theory and its significance in state politics
Group or individual	Individual assessment task
Weighting	20%
Due date	Weekly

ASSESSMENT TASK 1: DESCRIPTION

Workshop participation involves attending and contributing to the weekly discussions and class exercises. This includes a student leading the discussion at least once during the semester with an **oral presentation** (5-10 minutes) and another student prepared to respond to the presentation (5-10 minutes). Students will be allocated their oral presentation and response topics during the workshop in Week 2. **See subject calendar for details on each topic.**

ASSESSMENT TASK 1: CRITERIA SHEET

This rubric will be used in assessing the **quality** of your participation in the weekly tutorial discussions.

Criteria	Minimum	Basic	Good	Exemplary
Participation in discussions and class exercises	<p>Attends and appears to be engaged in listening to the discussion</p> <p>Evidence of minimal preparation for tutorials (at least skimmed through one reading)</p> <p>Joins but contributes little to group exercises</p>	<p>Provides on average at least one brief verbal comment/workshop</p> <p>Responses rarely provoke new thinking or further discussion</p> <p>Demonstrates some understanding of the readings</p> <p>Contributes to group exercises in a manner respectful of other participants</p>	<p>Provides on average at least one comment/workshop that clearly addresses the discussion topic</p> <p>Reveals a good understanding of the reading/s as evidenced by participation in group discussions</p> <p>A good team player in group exercises</p>	<p>Provides on average several comments/workshop that clearly and insightfully address the discussion topic</p> <p>Reveals insightful understanding of the readings with thoughtful responses and questions</p> <p>Interacts generously with other students; An excellent team player</p>
Oral presentation and Response	<p>Misinterprets the reading or fails to synthesize it with the question</p> <p>Relies on own opinion</p> <p>Forms limited conclusions based on limited understanding of the reading/s</p> <p>Does not engage the audience (eg. rapidly reads paper and does not make eye contact)</p>	<p>Makes errors in interpreting reading and/or ineffectively synthesises the information with the question</p> <p>Summarises the reading; but misses the key point/s of the reading</p> <p>Presents clearly and in an engaging manner (eg may read paper but looks up often and is able to capture audience attention)</p>	<p>Accurately interprets reading and concisely synthesises it with the question</p> <p>Summarises well the main points of the reading</p> <p>Proposes questions for class discussion or debate</p> <p>Captures attention and leads audience into discussion (eg makes some attempt to talk to the paper rather than read verbatim)</p>	<p>Interprets readings in accurate and insightful ways.</p> <p>Provides a creative synthesis</p> <p>Critical analysis of the reading and the author's conclusions</p> <p>Offers new insights</p> <p>Proposes insightful questions for class discussion or debate</p> <p>Engages the audience and successfully leads a lively and thoughtful discussion</p>

ASSESSMENT TASK 2: ONLINE TESTS (Three tests @ 10% each)

Aligned subject learning outcomes	<ul style="list-style-type: none">• Analyse the relationship between violence, culture and human nature• Examine and discuss cross-cultural approaches to violence• Analyse and evaluate the importance of violence in modern social theory and its significance in state politics
Group or individual	Individual assessment task
Weighting	30% (3 tests worth 10% each)
Due date	Test 1 (Monday 18 March); Test 2 (Monday, 8 April); Test 3 (Monday 27 May)

ASSESSMENT TASK 2: DESCRIPTION

There will be 3 tests (multiple choice style) during the semester. Test 1 will cover the material (lecture notes and readings) from Module 1. Test 2 will cover the material from Module 2. Test 3 will cover the material from Modules 3 and 4. You will be given 20 minutes to do each test. The tests will be made available on the LearnJCU site from 8am to 8pm on the due dates and you can choose to do them anytime during the availability period.

ASSESSMENT TASK 3: RESEARCH ESSAY

Aligned subject learning outcomes	<ul style="list-style-type: none">• Analyse the relationship between violence, culture and human nature• Examine and discuss cross-cultural approaches to violence, and explore in depth at least one major anthropological study of violence• Analyse and evaluate the importance of violence in modern social theory and its significance in state politics
Group or individual	Individual assessment task
Weighting	50%
Due date	Friday 31 May

ASSESSMENT TASK 3: DESCRIPTION

Your essay must be based on the ethnography that you have chosen to read this semester (see list above under Subject Resources) as well as on wider anthropological and other literature relevant to the topic:

Write a 2,500 word essay on **one** of the following topics:

1. Drawing on Nordstrom (2004) and other sources*, discuss the economic dimensions of warfare.
2. With reference to Fassin (2013) and other sources*, discuss the relation between violence and citizenship.
3. Drawing on Taylor's (1999) study of the Rwandan genocide, and other sources*, discuss how culture and cosmology relates to violence.

*Other sources means refereed (peer reviewed) journal articles, scholarly books (including ethnographies), and book chapters.

ASSESSMENT TASK 3: CRITERIA SHEET

Student Name	Date					Grade
CONTENT (50%)						
Demonstrates an excellent understanding of the essay question and issues raised by the essay question	HD	D	C	P	N	The essay seems off point
Evidence of having read and understood the chosen ethnography (ie. appropriate use of examples to illustrate key points)						Little or no evidence of having read and understood the chosen ethnography
Other relevant literature sources are well integrated and every point is clearly supported by strong evidence.						Sources are not well integrated with the general discussion
Accurate, and independent synthesis of the literature consulted and critical evaluation of key points						Simple restatement of the sources with little or no evidence of independent thinking or critical evaluation
A coherent and convincing argument is developed within the body of the essay						There is no sense of an argument
ORGANISATION (15%)						
An inviting introduction draws the reader in						There is no real attempt to set-up what follows.
A satisfying conclusion that leaves the reader with a sense of closure.						There is no real conclusion to wrap things up.
Structure and sequence of ideas is logical and effective.						There is no identifiable internal structure or sequence.
WRITING SKILLS (15%)						
The writer demonstrates a good grasp of standard writing conventions (i.e. spelling, punctuation, grammar).						Errors in spelling, punctuation, capitalization, and grammar repeatedly distract the reader and make the text difficult to read.
Words are specific and accurate. It is easy to understand just what the writer means.						Poor word choice and/or spelling errors that distract from the content
Sentences and paragraphs are well constructed, with natural flow/rhythm, and expressive, varied structure.						Sentences and paragraphs are choppy, incomplete, rambling or awkward.
REFERENCING (10%)						
Sources are appropriately cited in text						Sources not identified in text or are not presented using a consistent style (eg APA)
The reference list is presented alphabetically, using a consistent style						The reference list is incomplete, references are poorly constructed or are not sorted alphabetically using a consistent style
PRESENTATION (10%)						
Appropriate use of fonts and line spacing, pagination, and title page						Poor choice in font and line spacing are a distraction; no pagination; no title page
The length is within the parameters established for the task						The essay is too short or too long.

Additional Comments:

4 Submission and return of assessment

4.1 Submission of assessment

All written assignments are to be submitted via the Safe Assignment facility on the LearnJCU site for this subject. Information on how to submit your assignment is available through LearnJCU.

You must type out a cover sheet and attach it to your assignment (as the first page of the file). Your cover sheet must include the following information: your name, student number, essay topic (as provided in the subject outline), chosen ethnography, a title for your essay (i.e. the title that you yourself give to the paper), word count, and date of submission.

You should retain a copy of your assignment.

Application for Extension due to special circumstances: Application for extension of time must be made to the Subject Coordinator at least 24 hours before submission date and with accompanying documentation (e.g. medical certificate). The granting of the extension is at the discretion of the Subject Coordinator. In exceptional circumstances a retrospective application may be accepted.

Note that the [Learning, Teaching and Assessment Policy](#) (5.22.3) outlines a uniform formula of penalties that will be imposed for submission of an assessment task after the due date. **This formula is 5% of the total possible marks for the assessment item per day including part-days, weekends and public holidays.** After 20 days, the assessment item thus would be awarded 0 marks (i.e. $5\% \times 20 = 100\%$ of total possible marks in penalties).

4.2 Return of assessment

Except under exceptional circumstances, assignments will be marked and returned via email no later than three weeks after the submission date.

Please see the [Current Students](#) web page for links to all student resources and support services to optimise your academic and personal success.

Please see the [Learn Student Guide](#) web page for general advice on plagiarism, referencing and examinations. Here, you can also access individual and group assessment task cover sheets. Note that cover sheets are only required for hard copy submissions.

5 Subject calendar

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances.

Week and date		Lecture/Study Materials	Readings/Preparation	Workshop Questions/Tasks	Relationship to assessment
Module 1 War and Peace: Classical Anthropological Approaches to Violence					
1	Tuesday 26 th Feb 3-5pm	<p>On Violence: An Introduction to the Anthropology of Violence</p> <p>What is violence, and how does it emerge and reproduce?</p> <p>What can anthropology offer to our understanding of violence?</p> <p>On why the 20th century has been so violent: see war of the world: http://topdocumentaryfilms.com/the-war-of-the-world</p>	<p>Eller, JD 2006. <i>Violence and Culture: A Cross-Cultural and Interdisciplinary Approach</i>. Belmont, CA Thomson Wadsworth [Ch.1]</p> <p>Hinton, Alexander. 2015. Violence. In D. Fassin (ed.) <i>A Companion to Moral Anthropology</i>, p. 500- 518. Oxford: Wiley.</p>	<p>After doing the exercise on pp. 2-3 of Eller (2006), consider your own perspective on the problem of violence.</p> <p>With reference to Hinton, consider the ways in which violence and morality converge.</p> <p>Do you subscribe to a particular view on human nature and hence on human violence?</p>	Relates to Assessment Tasks 1, 2 and 3
2	Tuesday 5 th March 3-5pm	<p>Theories on Violence</p> <p>A history of anthropological theories on violence, with a focus on Melanesia and Amazonia</p> <p>Case studies: Manambu, Sepik, PNG. Yanomamo,</p> <p>Film: <i>Asch, Timothy and Napoleon Chagnon. The Ax Fight 1975.</i></p>	<p>Rosaldo, Renato. 1989. Grief and the headhunter's rage. In R. Rosaldo (ed.) <i>Culture and Truth: The Remaking of Social Analysis</i>. Boston: Beacon Press.</p> <p>Nordstrom, Carolyn. 1998. Deadly myths of aggression. <i>Aggressive Behavior</i> 24 (2): 147-159</p> <p>Ferguson, R. Brian. 2001. Materialist, cultural and biological theories on why Yanomami make war. <i>Anthropological Theory</i> 1 (1): 99-116.</p>	<p>According to Rosaldo, one of the most impassioned forms of violence stems from the uncontrollable anger that arises at the sheer futility and absurdity of human tragedy. Does Rosaldo's account of the relationship between grief and headhunting among the Ilongot provide a comparative means for better understanding violence?</p> <p>Are humans intrinsically warlike?</p>	Relates to Assessment Tasks 1, 2 and 3

Week and date		Lecture/Study Materials	Readings/Preparation	Workshop Questions/Tasks	Relationship to assessment
3	Tuesday 12 March 3-5pm	<p>Relationship between War and Peace: How are war and peace connected?</p> <p>a) 'Two sides of the Coin': Ceremonial Exchange and Warfare in Highlands, PNG</p> <p>b) International Peacemaking: Truth and Reconciliation Commissions</p> <p>Film: <i>Black Harvest</i></p> <p>Film Trailer: <i>The Act of Killing</i></p>	<p>Henry, Rosita. 2005. 'Smoke in the Hills, Gunfire in the Valley': War and Peace in the Western Highlands, Papua New Guinea. <i>Oceania</i> 75(4): 431-443</p> <p>Sundar, Nandini. 2004. Toward an Anthropology of Culpability. <i>American Ethnologist</i> 31 (2): 145-163</p>	<p>Do Western Highland (PNG) cultural practices provide comparative insights about the relationship between war and peace in your own society? What do they reveal the human potential for peace?</p> <p>Consider the strengths and limitations of truth and reconciliation commissions. How might reparations, truth commissions, or war crime tribunals, in attributing culpability, often, paradoxically, legitimize ongoing injustices?</p>	<p>Relates to Assessment Tasks 1, 2 and 3</p> <p>(Online Test 1 due Monday 18 March)</p>
Module 2 Collective Violence: Culture, Crime and Criminalisation					
4	Tuesday 19 March 3-5pm	<p>Criminality: Structural, Symbolic and Interpersonal Violence in the context of War</p> <p>A consideration of the criminal activities that take place in the shadows of war.</p>	<p>Nordstrom, Carolyn. 2004. <i>Shadows of War: Violence, Power, and International Profiteering in the 21st Century</i>. Berkeley: University of California Press. Chapter 8: pp. 105-117</p> <p>Sanín, Francisco Gutiérrez. 2004. Criminal rebels? A discussion of Civil War and Criminality from the Colombian Experience. <i>Politics & Society</i> 32 (2): 257-285</p>	<p>According to Nordstrom, who pays for and who profits from war?</p> <p>What is Sanín's argument concerning the 'criminal rebel' thesis? How does he explain the relationship between criminality and civil war in Colombia?</p> <p>What sorts of criminal activity occur in the context of war and how is this activity related to local and larger scale economies?</p>	<p>Relates to Assessment Tasks 1, 2 and 3</p>

Week and date		Lecture/Study Materials	Readings/Preparation	Workshop Questions/Tasks	Relationship to assessment
5	Tuesday 26 March 3-5pm	<p>Crimes against Humanity and Cultures of Terror</p> <p>This week we consider ‘culturalist’ explanations for violence by focusing on the concepts of ‘war crimes’ and ‘crimes against humanity’. After introducing definitions of these key concepts in international law, I use the case of the Rwandan genocide of 1994 to consider how cultural explanations of crime and violence differ from politico-economic explanations.</p> <p>How do cultural and political economic explanations of crime and violence differ? Case study – Rwanda</p>	<p>Taylor, Christopher. 1999. <i>Sacrifice as Terror: The Rwandan genocide of 1994</i>. Oxford: Berg Press. [Chapter 3 ‘The Cosmology of Terror’]</p> <p>Magnarella, Paul. 2002. Explaining Rwanda's 1994 Genocide. <i>Human Rights and Human Welfare</i> 2 (1): 25-34. http://www.du.edu/korbel/hrhw/volumes/2002/2-1/magnarella2-1.pdf</p>	<p>Consider the definitions of ‘war crime’ and ‘genocide’.</p> <p>What does Taylor mean by “the cosmology of terror”? In what ways does he interpret the violence of the Rwandan genocide as an expression of cultural beliefs and practices?</p> <p>Compare Magnarella’s explanations of the Rwandan genocide of 1994 with that of Taylor. Which do you find more satisfying?</p>	<p>Relates to Assessment</p> <p>Tasks 1, 2 and 3</p>
6	Tuesday 2 April 3-5pm	<p>Riots, Revolts and Emancipatory Struggles</p> <p>This week we focus on collective violence in the context of civil unrest or civil disobedience. We consider the criminalisation of collective action, studies on the nature of crowds and crowd behaviour and the conditions that enable participants to free themselves from social restraints against violent acts.</p> <p>Film Trailer: <i>Purge</i></p>	<p>Fassin, Didier. 2013. <i>Enforcing Order : An Ethnography of Urban Policing</i>. Cambridge, UK: Polity.[Chapter 1]</p> <p>Bourgois, Philippe. 2001. The power of violence in war and peace: post-cold war lessons from El Salvador. <i>Ethnography</i> 2(1):5-34.</p> <p>Pearson, Heath 2018. After the Riot: The Capitalization of Justice and the Refiguring of Racialized Politics. <i>Anthropological Quarterly</i>, 91 (2): 771-797</p>	<p>In the light of the lecture material and readings, reflect upon the changes you think are required to reduce violence.</p> <p>Research (on the internet) one recent event of civil unrest that has been represented as a ‘riot’ in the media. On the basis of the lecture and readings, critically review how the event was interpreted.</p>	<p>Relates to Assessment</p> <p>Tasks 1, 2 and 3</p> <p>(Online Test due Monday 8th April).</p>

Week and date	Lecture/Study Materials	Readings/Preparation	Workshop Questions/Tasks	Relationship to assessment
Module 3 Cultural Formations of Violence				
7	<p>Formations of Violence: Spatial, Visual and Embodied</p> <p>How is violence embodied and reproduced (spatially, visually, and aurally)?</p> <p>Case Study 1: The ‘Troubles’ in Ireland: Barriers and the Power of Images</p> <p>Case Study 2: The Violence of Imprisonment and Internment – Refugees and Asylum seekers</p> <p>Violence is not only caused, but also has its own causal character. Violence is ‘an institution possessing its own symbolic and performative autonomy’ (Feldman 1991:21)</p>	<p>Aretxaga, Begona. 1997. <i>Shattering Silence: Women, Nationalism, and Political Subjectivity in Northern Ireland</i>. Princeton, New Jersey: Princeton University Press [Ch 6 ‘The power of sexual difference: Armagh women’]</p> <p>Kunreuther, Laura. 2018. Sounds of Democracy: Performance, Protest, and Political Subjectivity. <i>Cultural Anthropology</i> 33(1): 1–31,</p>	<p>With reference to Aretxaga, consider the potency of bodily tactics as political weapons.</p> <p>Find a photographic image depicting public protests, marches or riots that have occurred anywhere in the world in the last year. Critically discuss and analyse the performative dimensions of the violence via that image. Focus especially on the use of bodily tactics and the spatial, visual and aural dimensions of the event.</p>	<p>Relates to Assessment Tasks 1, 2 and 3</p>
8	<p>The Violence of Everyday Life</p> <p>How does political terror and repression become embedded in daily life?</p> <p>Case Study: Structural Violence and Poverty in Brazil</p> <p>How violence operates at the level of lived experience, as a routine part of everyday life. Violence manifests itself not just in physical acts but also in acts of denial - the violence of poverty, hunger, death from starvation and neglect.</p>	<p>Scheper-Hughes, Nancy. 1992. <i>Death without Weeping: the Violence of Everyday Life in Brazil</i>. Berkeley: University of California Press [Ch.6]</p> <p>Green, Linda. 1995. Living in a state of fear. In Nordstrom, C & Robben, A. (eds). <i>Fieldwork under Fire: Contemporary Studies of Violence and Survival</i>. Berkeley: University of California Press, pp.105-122</p>	<p>With reference to Scheper-Hughes (1992) discuss examples of ‘the violence of everyday life’.</p> <p>Providing examples, discuss Green’s (1995:108) statement: ‘The routinization of terror is what fuels its power’.</p>	<p>Relates to Assessment Tasks 1, 2 and 3</p>

Week and date		Lecture/Study Materials	Readings/Preparation	Workshop Questions/Tasks	Relationship to assessment
LR	LECTURE RECESS				
9	Tuesday 30 April 3-5pm	<p>The Occult State – Witchcraft and Sorcery Violence</p> <p>This lecture concerns anthropological interpretations of the nature of occult related violence in postcolonial, postrevolutionary state societies.</p> <p>How can ‘occult economies’ (ie accusations and violence against alleged witches, sorcerers, and ritual murders etc) be explained?</p>	<p>Forsyth, Miranda. 2018. ‘Kill all the Sorcerers’: The Interconnections between Sorcery, Violence, War and Peace in Bougainville, <i>The British Journal of Criminology</i> https://doi-org.elibrary.jcu.edu.au/10.1093/bjc/azy047</p> <p>Rio, K. 2011. Policing the Holy Nation: The State and Righteous Violence in Vanuatu. <i>Oceania</i>, 81(1), 51-71. https://theconversation.com/can-we-learn-from-the-past-in-tackling-witchcraft-related-violence-today-102337</p>	<p>Consider explanations for the rise of occult related violence in postcolonial societies. Is sorcery and witchcraft related violence merely a kind of vigilantism, in which communities “take the law into their own hands”? Is it a mode of “cultural policing” directed at those held to threaten the well-being of the community? Or are there other explanations?</p> <p>Discuss what might lead people to accuse and harm those they suspect of witchcraft or sorcery.</p>	Relates to Assessment Tasks 1, 2 and 3
Module 4 Violent States, Politics and Citizenship					
10	Tuesday 7 May 3-5pm	<p>Militarisation and Securitisation – Anthropologists in War zones and Humanitarian Violence</p> <p>Film: <i>Human Terrain: War Becomes Academic</i></p>	<p>Makaremi, C. 2010. The utopias of power: From human security to the responsibility to protect. In Pandolfi, M. & Fassin, D. (eds.) <i>Contemporary states of emergency</i>. New York: Zone Books, pp. 107-128.</p> <p>Gonzalez, R. 2008. ‘Human terrain’: Past, present and future applications. <i>Anthropology Today</i>. 24(1):21-26.</p> <p>Debate about the participation of anthropologists in war zones and the recent NATO wars is archived at: www.zeroanthropology.net</p>	<p>Reflect on the role of anthropologists and other social scientists in military operations.</p> <p>Find, and critically consider, one example of the use of ‘responsibility to protect’ as a justification for state violence.</p> <p>In the light of your reading, debate the statement: “There is a moral basis for the rules of war”.</p>	Relates to Assessment Tasks 1, 2 and 3

Week and date		Lecture/Study Materials	Readings/Preparation	Workshop Questions/Tasks	Relationship to assessment
11	Tuesday 14 May 3-5pm	<p>State Terror, the Politics of Memory and 'the Banality of Evil'.</p> <p>Film: <i>The Act of Killing</i></p>	<p>Crenzel, E. 2015. Toward a history of the memory of political violence and the disappeared in Argentina. In Allier-Montaño, E. & Crenzel, E. (eds.) <i>The struggle for memory in Latin America</i>. NY: Palgrave MacMillan. pp. 15-33.</p> <p>Bacigalupo, Ana Mariella. 2018. The Mapuche Undead Never Forget: Traumatic Memory and Cosmopolitics in Post-Pinochet Chile. <i>Anthropology and Humanism</i> 43(2): 228-248.</p> <p>Oppenheimer, Joshua. 2014. The Act of Killing has helped Indonesia reassess its past and present. https://www.theguardian.com/commentifree/2014/feb/25/the-act-of-killing-indonesia-past-present-1965-genocide</p>	<p>Reflect upon the politics of memory in Argentina, Chile. How is collective memory transmitted and experienced? How is it muted?</p> <p>Reflect on how <i>The Act of Killing</i> builds on Arendt's concept of 'banality of evil' (see lecture notes).</p> <p>Discuss the cultural resources people draw on to understand and deal with histories of state terror. How is political violence remembered? What should we remember? What should we forget? Do you think that acts considered evil that are left unpunished draw society into a kind of moral vacuum?</p>	Relates to Assessment Tasks 1, 2 and 3
12	Tuesday 21 May 3-5pm	<p>From Politics to Crime, Human to Non-Human: Biopolitics, Human Rights and the Disappearance of the Citizen</p>	<p>Gundogdu, A. 2015. <i>Rightlessness in an age of rights: Hannah Arendt and the contemporary struggles of migrants</i>. Oxford: Oxford University Press. Ch. 3: Borders of personhood. Pp. 90-125.</p> <p>Levy, D. & Sznajder, N. 2010. <i>Human rights and memory</i>. University Park: Penn State University Press. Ch. 10: Human rights and sovereignty after 9/11. Pp. 142-151.</p>	<p>What problem with human rights discourse did Arendt identify?</p> <p>What assumptions about human being and politics are embedded in human rights ideology?</p> <p>Discuss how the terms of the biopolitical are invoked and managed by the Australian state.</p>	(Online Quiz due Monday 27 May)

Week and date		Lecture/Study Materials	Readings/Preparation	Workshop Questions/Tasks	Relationship to assessment
27 13	Tuesday 28 May 3-5pm	Conclusion – Review of the Subject and Essay preparation New Technologies of Violence, War and Securitization	Robben, Antonius. 2016. Rethinking the Anthropology of Violence for the Twenty-First Century: From Practice to Mediation. <i>Conflict and Society: Advances in Research 2</i> : 1–3	Essay Writing Tips Reflect on the impact of the impact of the development of new technologies of war and surveillance – eg. spy satellites, warbots, drones, thermal imaging, night glow viewers etc.	Essay due Friday 31 May.
SV	STUDY VACATION				