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:

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

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.

SCHEDULE

Week 1: Introductions

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


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, Combating Sexual Assault
   Maxey 2003: 26-31
   University of South Carolina Student Code of Conduct

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
2.23 Muskogeans “Sacred Revolt” Against Colonialism

2.25 Sacred Sites & Settler-Colonial Legacies

Week 8: Slavery, Lynching, & Violent Rites

2.28 Archaeology of American Slavery

3.2 Lynching

3.4 “Rituals of Blood”

9: SPRING BREAK

3.7-3.11 NO CLASS

Week 10: Guns, Mass Media & Technologies of Violence

3.14 Spatial Patterns of Gun Violence

3.16 Guns, Schools, & Pop Culture

3.18 Can We End Gun Violence?

Week 11: Ethics, Human Rights, Globalization

3.21 Cultural Relativism & Headhunting

3.23 American Interests & Globalized Violence

3.25 Human Rights: A Universal?

Week 12: Case Study: (Anti)Apartheid

3.28 Historicizing Apartheid & Rationales for it

3.30 Anti-Apartheid Activism & Remedies for State Violence

4.1 Restitution & Human Remains in Namibia
Week 13: Exile & Dispossession

4.4  Forced Migration                   Colson 2003
4.6  Native American Removal             Black 2009
4.8  Competing Narratives about Gentrification          McDavid 2011 Week 14

Interspecies & Intraspecies Violence & DEBATE 1

4.11 Anthropologies of the Sixth Extinction   Barnosky et al 2011 ; Solidokoff 2012
4.13 Gendered Eco-Activism                   Nierenberg & MacDonald 2010
Rules for Ethical Debate: Mutual Respect, Constructive Disagreement, Common Ground

4.15 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.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Main Argument (what is author trying to convince you of)</td>
<td>6</td>
</tr>
<tr>
<td>Strength (how this reading improves understandings of violence or peace)</td>
<td>4</td>
</tr>
<tr>
<td>Weakness (faulty or missing ideas or evidence re: viol./peace)</td>
<td>4</td>
</tr>
<tr>
<td>Relevance to Course Learning Outcomes (specify three outcomes[6] &amp; reading themes[6])</td>
<td>12</td>
</tr>
<tr>
<td>Reference (proper citation [use MLA or professional format])</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>TASK</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1. Clearly state your position</td>
<td>4</td>
</tr>
<tr>
<td>2. Articulate what values and/or ethical issues define the debate &amp; your position</td>
<td>4</td>
</tr>
<tr>
<td>3. Describe why your issue is important (ethically, socially, politically, etc.)</td>
<td>2</td>
</tr>
<tr>
<td>4. Describe why this debate is important to have now</td>
<td>2</td>
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</tbody>
</table>
5. Give some background history on the issue’s development  2
6. Provide evidence for your position and claims  6
7. Engage the audience using some rhetorical and presentational means  4
8. Limit your presentation to 15 minutes & rebuttal to 5 minutes  2

TASK

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

In your 5 minute rebuttal presentation address the following:
1. What are the weaknesses in your opponent’s evidence?  7
2. What rebuttals can you provide to your opponents’ arguments & logic?  7

==========================================================================
TOTAL  40

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Final Exam

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

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References


King, Martin Luther. 1963 Letter From a Birmingham Jail.

Lorenz, Konrad  

Martin, Joel W.  


Maxey, Wayne  

McDavid, Carol. 2011. "When is "gone" gone?: archaeology, gentrification, and competing narratives about Freedmen's Town, Houston". Historical Archaeology. 45 (3): 74-88.


Patterson, Orlando  


Sardar, Ziauddin and Merryl Wyn Davies  

Sussman, Robert W.  

University of South Carolina Student Code of Conduct. Student Affairs Policy STAF 6.26 http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility


UNESCO. Seville Statement on Violence.