

SYLLABUS

Anthropology/International Relations 1232

WAR AND SOCIETY

Fall 2010

Instructor: Dr. Catherine Lutz

Contact information: Giddings 304, 3-2779, Catherine_Lutz@brown.edu

Class: MWF 2pm-3pm, Wilson 101

Office Hours: Tuesdays 1:30-3:30, or by appointment, Watson 339

TAs: Colin Porter, Andrea Flores

Course Website available on MyCourses

Summary. This course provides cross-cultural, ethnographic, and historical perspectives on war. The focus is less on battles, elite war strategies, and relations between states than it is about what war is like for those caught within it. Course readings and lectures use cultural, political economic, and feminist approaches to understanding war and its effects on social life. Our case studies will be drawn from many eras and areas of the globe, including past war in Mozambique, the aftermath of terror wars in Guatemala, and the Cambodian genocide. We will also look at efforts that have been made to prevent war, particularly at the local level where it has its human effects.

The questions this course addresses include: How is a society mobilized for war when peace would appear to be so desirable? How are societies changed, in the short and long term, by war? How are they changed by war preparation in putative peacetime? What, if anything, does human nature have to do with warfare? If war is often seen by definition as the most masculine pursuit in many societies, what does this say about the roots of war and why are there so many other, less visible but equally important, roles for women in war? Who is most likely to die in wartime? Who is most likely to kill? What distinguishes “war,” “peace,” and “terrorism”? How do forms and uses of warfare differ, for example, how do ancient Mayan and contemporary US modes and uses of military force differ? What are the environmental effects of war, arms production, and military training? What is the distinction between modern and postmodern warfare and how do their political economies differ? When and how do resource shortages enter into the conduct of war? What kinds of global and local anti-war movements have there been, and have they been effective? What kinds of arguments against war or particular wars have been mounted around the world?

Goals. This course introduces a critical approach to the problem of war and its relationship to society. It is designed with three main learning goals in mind: (1) to introduce the idea that war and war preparation cannot be understood as simply the result of the motivations of combatants or the strategies of political and military elites, and to study the process of societal militarization and securitization; (2) to introduce the methods anthropologists use to understand social institutions like the military; and (3) to learn how to engage in critical social analysis, and in particular to apply what you learn here to understanding the current war zones around the world. This is not a course for people whose interest is in battle, tactics, or inter-state relations. It is a course that is designed to understand how wars might be prevented by understanding the interests that push wars forward and the human consequences of strategic thinking.

Format. Class time will be spent in both lecture and some discussion of cultural materials brought before the class. Lectures will be devoted to the presentation of new material that is not covered in the

reading and to explanation and exploration of the reading; you should get class notes from another student if you miss class. Attendance and participation are key to your success in understanding course themes. Students will be responsible for posting discussion starting thoughts and questions to our website periodically through the semester. The format for these thoughts is at the end of this syllabus. Images and films are regular features of class, and we will have guest lectures by several anthropologists and media analysts of war throughout the semester as well.

Requirements.

1. Prepare for each class by close reading of our syllabus materials. Preparation will include web postings on our MyCourses site five times through the semester (see description of format below). Each posting should be at least 250 words in length. These will begin once sections are established.
2. Write a research paper on a contemporary war or post-war context or a well-documented archaeological example. You will do substantial reading on this war and its anthropological context over the course of the semester. The writing in connection with this research will include:
 - Posts to our site every three weeks detailing your progress in research and analysis. Your first post should occur by September 22. At least one post should critically examine media coverage of that war or post-war.
 - A 1 page overview of the war you will focus on for the semester plus at least 10 key scholarly (including high quality journalistic) sources and relevant websites. Due Monday, October 4th.
 - Write and submit two mid-term exam questions on the war you are studying to constitute part of your exam. The questions should draw on the theoretical or conceptual reading and lecture material from the first half of the course.
 - A 12-14 page paper on an aspect of the war. You will develop a particular set of questions to focus the paper. Final draft due Monday, December 6.
3. Two short essay exams [mid-term (October 22) and final (December 9, 9 am)].

Grading.

Class participation (includes web postings)	(20 points)
Mid-term exam	(20 points)
Research paper	(40 points)
Final exam	(20 points)

Readings. The following are required texts and are available at the Brown Bookstore:

- Linda Green. 1999. Fear as a Way of Life: Mayan Widows in Rural Guatemala. NY: Columbia University Press.
- Alexander Laban Hinton. 2004. Why Did They Kill?: Cambodia in the Shadow of Genocide. Berkeley: University of California Press.
- Carolyn Nordstrom. 2004. Shadows of War: Violence, Power, and International Profiteering in the 21st Century. Berkeley: University of California Press.
- Jonathan Schell. 2003. The Unconquerable World: Power, Nonviolence, and the Will of the People. NY: Metropolitan Books.
- Matthew Gutmann and Catherine Lutz. 2010. Breaking Ranks: Iraq Veterans Speak Out Against the War. Berkeley: University of California Press.

Course Outline. The course is divided into two parts. The first relatively brief part introduces course themes and reviews anthropology’s methods of studying war. The second part looks at the problem of war through several of its aspects.

Part I: Introduction/Key questions: How is a society mobilized for war when peace is so desirable? How are societies changed by frequent warfare? What does human nature have to do with warfare? Where does warfare fit in a scheme of types of social violence? Why study war?

September 1 Introduction to class

September 3 Facing our myths about war. Read the following articles by class time:

- Michael C.C. Adams. 1994. The Best War Ever: America and World War II. Baltimore: Johns Hopkins University Press. Ch. 1, pp. 1-19.
- Carolyn Nordstrom. 1998. Deadly myths of aggression. Aggressive Behavior 24 (2): 147-159.
- Martha Huggins. 2004. The sociology of torture. Anthropology News, September.

September 6 No class

September 8 How do cultural anthropologists study war? What do we learn about war through ethnographic method that we cannot learn any other way?

- Emily Schultz and Robert Lavenda. 2008. Culture and the human condition. In Cultural Anthropology, 7th edition, pp. 222-30.
- Linda Green. 1999. Fear as a Way of Life. Ch. 1, In the aftermath of war: an introduction, pp. 3-23.
- Alexander Laban Hinton. 2004. Why Did They Kill?: Cambodia in the Shadow of Genocide. Berkeley: University of California Press, Introduction, pp. 1-31.

September 10 How do archaeologists and forensic anthropologists study war in both historic and prehistoric societies? (guest lecture: Stephen Houston on Mayan warfare)

- Jonathan Haas. 1990. Warfare and the evolution of tribal polities in the prehistoric Southwest. In The Anthropology of War. Cambridge University Press, pp. 171-89.
- Webster, David. 2004. The Not So Peaceful Civilization: A Review of Maya War. Journal of World Prehistory 14: 65-119.

September 13 Theories of violence and the problem of “human nature”

- R. Brian Ferguson. 2005. Materialist, culturalist and biological theories on why Yanomami make war. Anthropological Theory 2001, 1 (1): 99-116.
- Paul Farmer. 2004. On suffering and structural violence: A view from below. In Nancy Scheper-Hughes and Philippe Bourgois, eds. Violence in War and Peace, pp. 281-88.

September 15, 17 Introduction by example: first person narratives on the war in Iraq

- Anthony Shadid. 2005. Night Draws Near: Iraq’s People in the Shadow of America’s War. New York: Henry Holt. Ch. 11, The mud gets wetter.
- Baghdad Burning, Girl Blog from Iraq. <http://riverbendblog.blogspot.com/> Sample at least one link per year of the war up to last entries in 2007 from right hand archives column.
- Dahr Jamail. 2007. Beyond the Green Zone: Dispatches from an Unembedded Journalist in Occupied Iraq. Chicago: Haymarket Books, Intro, Ch. 5, 15, 17 (pp. 1-4, 85-98, 229-39, 259-75).
- Colby Buzzel. 2005. My War: Killing Time in Iraq. New York: G.P. Putnam’s, pp. 57-64, 131-42, 154-56, 330-42.

Film: My Country, My Country

Part II: In this main section of the course, we look at the relationship between war and war preparation and several aspects of social life.

**War's Body:
The global realities of war**

September 20, 22, 24 *Who dies? Who kills? Where and when has war occurred? How and why do the bodies of war disappear?*

- See this atlas of war deaths in the 20th century: <http://users.erols.com/mwhite28/war-1900.htm>
- SIPRI. 2010. SIPRI Yearbook 2010: Armaments, Disarmaments, and International Security, pp. 1-21 <http://www09.sipri.org/yearbook/2010/files/SIPRIYB10summary.pdf>
- Hugh Gusterson. 1991. Nuclear war, the Gulf War, and the disappearing body. *Journal of Urban and Cultural Studies* 2 (1): 45-55.
- Barbara Rose Johnston, ed. 2007. *Half-Lives and Half-Truths: Confronting the Radioactive Legacies of the Cold War*. Santa Fe: School for Advanced Research Press, pp. 1-12.

War's Political Economy:

Who pays for and who profits from war? How do war and war preparation affect local and larger scale economies? What has been the relationship between the state, colonialism, imperialism, and war?

September 27, 29, October 1 *Political economy of war; States, empires, and violence*

- Brian Ferguson. 1992. Tribal warfare. *Scientific American*. February, pp. 108-113.
- Carolyn Nordstrom. 2004. *Shadows of War: Violence, Power, and International Profiteering in the 21st Century*. Berkeley: University of California Press, Part III (pp. 83-137) and Part V and Epilogue (pp. 205-49).

War's Ecology:

How has warfare affected the environment?

October 4, 6, 8 (film)

The environmental impact of war; Resource wars

- J. David Singer and Jeffrey Keating. 1999. Military preparedness, weapon systems and the biosphere: A preliminary impact statement. *New Political Science* 21 (3): 325-343.
- Annual Congressional Report, Defense Environmental Program. 2007. Department of Defense. <http://deparc.xservices.com/do/home>
- Michael T. Klare. 2004. *Blood and Oil*. NY: Henry Holt, Preface, Chapters 1, 3, 4.

Film: Blood and Oil

War, Science, and Media Relations:

How do war and science help make each other? Should anthropologists contribute to the military mission in Iraq and Afghanistan? What role do the media play in making war more or less likely and/or deadly?

October 13, 15 (film), 18 (guest lecture, James Der Derian), 20

- Barbara Rose Johnston, ed. 2007. *Half-Lives and Half-Truths: Confronting the Radioactive Legacies of the Cold War*. Santa Fe: School for Advanced Research Press, Chapter 10, 11 (rec.).
- Roberto Gonzalez. 2008. Human terrain: Past, present and future applications. *Anthropology Today*, 24 (1):21-26. Response by Montgomery McFate and Steve Fondacaro, p. 27.
- Montgomery McFate. 2005. The military utility of understanding adversary culture. *Joint Forces Quarterly* 38: 42-48.

- Hugh Gusterson. 2009. Militarizing knowledge. In Network of Concerned Anthropologists, The Counter-Counterinsurgency Manual. Chicago: Prickly Paradigm Press, pp. 39-55.
- <http://humanterrainmovie.com/>

Film: Human Terrain: War Becomes Academic

October 22 Midterm Exam

War's Social Hierarchy:

Do the social inequalities of race, gender and class always facilitate war?

October 25, 27, 29 (film), November 1, 3 (film), 5, 8 (guest lecture: Kimberly Theidon) War, race, and gender

- John Dower. 1986. Apes and others. In Cancian and Gibson, eds., Making War, Making Peace: The Social Foundations of Violent Conflict. Belmont, CA: Wadsworth, pp. 100-10.
- Claudia Koonz 1987. Mothers in the Fatherland: Women, the Family and Nazi Politics. NY: St. Martin's Press. Ch. 1. Love and order in the Third Reich, pp. 3-17.
- Robert D. Kaplan. 2005. Imperial Grunts : The American Military on the Ground. New York: Random House. Introduction.
- Linda Green. 1999. Fear as a Way of Life. Ch. 2, The altiplano: a history of violence and survival, pp. 25-52; Ch. 3, Living in a state of fear, pp. 55-79; Ch. 5, The embodiment of violence, pp. 111-24; Ch. 8, Mutual betrayal and collective dignity, pp. 167-72.
- Kimberly Theidon. 2009. Reconstructing masculinities: The disarmament, demobilization, and reintegration of former combatants in Colombia. Human Rights Quarterly, 31 (1): 1-34.

Film: Radio Bikini

Film: The Greatest Silence

War's Cultures:

How do particular wars shape post-war culture and society? How do cultural and political economic explanations of genocide or "the war on terror" differ? How does cultural discourse shape the legitimacy of combatants and militarization?

November 10, 12 Cultural and political economic explanations of genocide

- Alexander Laban Hinton. 2004. Why Did They Kill?: Cambodia in the Shadow of Genocide. Berkeley: University of California Press. Chs. 1, 2, 4, 5, Conclusion.

November 15 Irony, cultural change, and war

- Paul Fussell. 1975. The Great War and Modern Memory. NY: Oxford University Press, pp. 7-35.
- James William Gibson. 1989. Paramilitary culture. Critical Studies in Mass Communication 6: 90-93.

November 17 Popular culture and militarization

Film: Militainment, Inc.

November 19

The Cold War and American culture

- Tom Engelhardt. 2008. The End of Victory Culture: Cold War America and the Disillusioning of a Generation. NY: Basic Books. Triumphantist despair, pp. 3-15, Vampires and communists and

Bunker culture, pp. 96-107, The dominant whine, pp. 274-280, Victory culture: the sequel: crashing and burning in Iraq, pp. 305-309.

War's Ending:

What are some of the choices available for making war less likely and societies less militarized? How effective have anti-war social movements been? What alternatives have been proposed to the war against terror?

November 22, 29, December 1 The end of war?

- Nigel Young. 2000. Peace movements in history. In David Barash, ed. Approaches to Peace. NY: Oxford University Press, pp. 228-37.
- Jonathan Schell. 2003. The Unconquerable World: Power, Nonviolence, and the Will of the People. NY: Metropolitan Books. Selections
- Matthew Gutmann and Catherine Lutz. 2010. Breaking Ranks. Berkeley: University of California Press.
- Barbara Rose Johnston, ed. 2007. Half-Lives and Half-Truths: Confronting the Radioactive Legacies of the Cold War. Santa Fe: School for Advanced Research Press, Ch. 13.
- <http://www.congoglobalaction.org/>

Film: Bringing Down a Dictator

December 3 Concluding thoughts; Course evaluation.

Writing Assignments: Discussion Posts

Five times during the semester, you will be writing out some reflections on the class readings, lectures, films, and discussions. You will post these on-line at the course website by 9 p.m. the night before class. They should include your responses to that following day's reading and the last week of lectures as well if you like. Each posting should be at least 250 words in length.

In more detail, each posting should be in two parts:

- (1) An Ah-Ha! observation that describes the most important thing you learned from the readings and lectures. This would be something that you did not know before and/or that contradicted and/or improved your understanding of war.
- (2) A Head-Scratcher that describes the point that most perplexed you. The Head-Scratcher is particularly important, because students too often think that mastering concepts means just committing them to memory and being able to use them. Think about the daily conversations that you have with friends, however. The best ones usually spring from confusions, disagreements, or puzzles you notice rather than shared certainty. Indeed, certainty elicits mutual affirmation more than discussion, and is usually an absolute conversation-killer.

These postings should primarily include responses to readings, but can also involve responses to guest speakers or films, or to a discussion inside or outside our class about class materials, or to another student's posting from earlier in the week or the preceding week. These can also draw on your own experience as it relates to the latter input from the course.

The goal of these cyber-posts is to encourage thoughtful and consistent engagement with the readings, speakers, and concepts presented in class and thereby to enhance your comprehension of course content. The on-line forums will also offer you the opportunity to read and respond to each other's thoughts rather than writing just to the instructor. The interaction will be more interesting and productive if you are able to give and receive feedback from your peers as well as from me and your TA.

Semester Research Paper

Semester long research project. An original research paper on a topic of your choice. You may examine a particular war and its effects, including the current war in Iraq, other contemporary wars, or an historical case for which there are appropriate sociocultural historical materials. You should develop a particular set of questions to focus the paper, and these can be drawn from class readings or lecture. An example would be an exploration of how gender is involved in the war in Sierra Leone, or the question of what the long term consequences of World War II are in Japan today.

Length: 12-14 pages, 11 font, 1” margins all around.

Date due: Due to Professor Lutz by Monday, December 6. Late papers will be penalized one half grade per day.

Suggested approach. An important strategy for this essay will be to demonstrate the use of an anthropological approach to understanding your chosen topic. In other words, your paper should explore the *context* of the human behaviors or institutions involved in war. This is in contrast to taking an individualistic or psychological approach or one exclusively focused on policy or military practices. Moreover, you should avoid presenting the society you examine as a simple victim or “object” of war.

The paper is meant to encourage active learning and to introduce you to the various sources of information about global war conditions. U.S. journalism sources, you may already know, are often quite limited in what they cover and in the ethnocentrism of their perspective. You should begin work on the research for the paper as early in the semester as possible. You can use the long supplementary bibliography for this course, and other resources that are or will be posted on the MyCoursesite for this course in order to find ideas for the paper and material that you need. If you are not sure what topics interest you, you first might survey those website materials such mentioned – or the bibliographies of several of our books -- to see what issues and research materials are out there.

Grading. On the following page, I have given you a grading sheet to help you anticipate the grading philosophy. Please staple this sheet to the end of your paper before submitting it.

Grading sheet
Anthropology 140, War and Society

Is your paper's central theme or research problem well defined?	Yes _____ (15)	No _____ (0-10)
Does the paper show evidence of extensive and careful research?	Yes _____ (15)	No _____ (0-10)
Does the paper use specific and detailed examples to illustrate its points?	Yes _____ (15)	No, or not enough _____ (0-10)
Is class lecture and reading content integrated accurately and fully into argument?	Yes _____ (15)	Some errors or flawed interpretation _____ (0-10)
Is discussion organized and clear?	Yes _____ (10)	Sometimes not _____ (5)
Is paper typed, between 12 and 14 pages, double-spaced, 1" margins, c. 11 font?	Yes _____ (10)	No _____ (2,4,6,8)
Is analysis especially original?	Yes _____ (10)	No, or not in comparison with others _____ (0-5)
Are there few errors in spelling or grammar?	Yes _____ (10)	A number of errors _____ (5-9)

Total _____