

Anthropology 5550: Bioarchaeology of Violence

Spring 2010

Tuesday / Thursday 2-3:15 PM

Dunbar 2207

Professor: **Dr. Jacqueline Eng**
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COURSE DESCRIPTION & GOALS:

This class encompasses a broad study of the history of violence among humans with an anthropological lens, in particular, the evidence from archaeological and skeletal evidence. Through readings and discussions, students will explore theories of the origins of violence, the consequences, and the different forms of violence that vary spatially and temporally. We begin with an overview of the types of data anthropologists examine that document or suggest violence. We review non-human violence, including the studies of great apes, and then move to evidence of conflict in early human populations. We discuss the correlates of violence, including socioeconomic variables, the association of warfare with state formation and as state strategy, and the incidences and interpretations of ritualized violence. We end with specific case studies, and student presentations.

By the end of the course, students will be expected to recognize the evidence of interpersonal conflict from multiple sources (including archaeological and osteological data) and will be able to describe and critique the methods used by anthropologists to gather and interpret such information.

Goals of student learning:

- A global awareness of the history of human violence and warfare
- Ability to recognize variations in human interactions that represent conflict and interpersonal violence
- Ability to critically read and discuss scientific articles

CLASS WEBSITE: e-learning (log onto GoWMU, click on the green “e” button on top right).

Announcements, supplemental material, and discussion topics are posted here, so students **must** check regularly.

REQUIRED READING*:

- 1) Douglas Fry, *Beyond War: The Human Potential for Peace*. 2009. Oxford University Press.
- 2) Lawrence Keeley, *War Before Civilization*, 1996. Oxford University Press.
- 3) Additional readings (PDFs) are available through Library reserves:
<http://loan.library.wmich.edu/ares/ares.dll>. Password: **bioarch**.
 - Look for announcements in class and on the e-learning class page about supplemental readings.
 - All readings must be completed BEFORE class on the day for which they are assigned.

In this syllabus (see schedule below), the textbook chapters are required for that day, as are the pdf readings, particularly those marked with in *italics* and **bold**. Other readings, marked with a “supp” after the year, are supplemental readings that are recommended (or for your interest), but not required.

Recommended outside reading:

- 1) *The Taking and Displaying of Human Body Parts as Trophies by Amerindians* (2007), R. Chacon and D. Dye (eds.). Available online via WMU library:
<http://www.springerlink.com.libproxy.library.wmich.edu/content/p06344/>
- 2) *Anthropology of Cannibalism* (1999), L. Goldman (ed.). Available online:
<http://www.questia.com/PM.qst?a=o&d=28584966>
- 3) *Anthropology of War* (1990), J. Haas (ed.)
- 4) *Troubled Times: Violence and Warfare in the Past* (1997); D. L. Martin and D. Frayer (eds.)
- 5) *Archaeology of Warfare* (2006), E. Arkush and M. Allen (eds.)

GRADING:

| | |
|--|-----|
| Participation / Discussion | 15% |
| Article/chapter Student-led Discussion | 15% |
| Reflection Papers (5) | 25% |
| Annotated Bibliography | 15% |
| Final Presentation/Paper | 30% |

Participation & Discussion: Note that attendance is required at all class meetings. The course will be run primarily as a seminar, with the first portion of lecture time used to introduce each new section (~30min), followed by presentations and discussion of the topic. Regular attendance and active engagement in class discussion is an important part of this course. Be on-time, be prepared for class, and do assigned readings so that you actively participate, especially on days where student-led article/chapter “discussion” is scheduled. To get credit, you’ll need to talk! Participation heavily relies on your engagement in class discussion throughout the semester.

You can miss 2 classes without any penalty, but after the second missed day, each subsequent missed class (that is unexcused, e.g., no doctor’s note) may lower your Participation grade by 3%, i.e., you lose all 15% if absent 5 times, unexcused. You must provide written documentation (e.g., signed by a medical doctor) explaining absences and contact me prior to the absence if you have a known reason (e.g., conference attendance).

Article/chapter lead discussion: Through the course of the semester each student will make one presentation of the main arguments contained within that week’s readings in order to guide class discussion. You will sign up for a topic on the first day of class.

After a brief lead in by me, a student will be in charge of the assigned readings (usually 2) that relate to the given lecture topic. You will post at least six questions (three per article) a full day before that lecture on e-learning for peer-student viewing, and then lead an in-class discussion on the subject (10%). These questions should not be “did you read this exact detail” or yes/no in form, but rather questions that generate discussion, so think more generally about the topic; that is even if your peers only skimmed the articles, they could still talk about it. Before the discussion gets started, you will give a summary presentation of the articles, which is intended to give the class questions to debate in the discussion period; your summary should last no longer than 5 min per article.

You will also write a short critique of the articles you presented in the discussion (5%). The paper should briefly summarize the articles within one paragraph (each), and critique the methods, results and interpretations (2-3 pages max, typed). All students should do the reading and be prepared to participate in the presented discussion questions as part of your participation points. The presentation, discussion, and critique are evaluated and will contribute 15% of the final grade.

Reflection Papers: Every few weeks students will submit a 1-1.5 page (double-spaced) reflection paper on one required reading for that day's readings (marked in **bold** in course schedule below). A prompting question will be provided ahead of time to guide the student through that week's readings and to help structure the argument of the paper. These five reflection papers, each worth 5%, are formal papers that require a thesis statement and evaluation of the issues presented in that paper. Through these papers and the responses to them, students will build and refine their arguments for in class discussion and the final paper required in the course. Cumulative, 25% of grade.

Annotated Bibliography: You will complete this bibliography in preparation for your final paper, with some of the sources you have researched presented here. An annotated bibliography is a list of sources on a topic with a brief (1-2 paragraphs) discussion of each entry, and also a statement on its relevance to your paper research topic. Please note that your sources for this bibliography must be from academic, peer-reviewed primary sources, and strictly web-based materials such as blogs, Wikipedia, organizations' websites, are not acceptable as entries in your annotated bibliographies.

Each entry should begin with the citation for the piece in proper APA format, as it will appear in the bibliography of a research paper. An example of how to create/format one is found here at Cornell's site (more hits online): <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>.

Due **March 25, minimum 10 citations required**, 15% of grade.

Final Presentation & Paper*:

Topic (2%): Two paragraph typed summary of the paper topic on violence (your choice, but must include anthropological questions and how your topic includes evidence that is archaeological and/or osteological). Due in class on **February 4**.

Outline (3%): A detailed outline (minimum one full page) of the how the paper will be organized and a list of at least 5 peer-reviewed references (correctly cited) outside of those provided in the course are due in class on **February 25**.

Class Presentation (5%): PowerPoint presentation of your papers will be given during the last week of class on **April 20 and 22**. Each student will discuss their paper, approximately 10 minutes. Classmates will critique verbal and visual presentations with a provided rubric.

Final Paper (20%): Your research paper is a 10-20** page paper (not including references/graphics) that elaborates your topic in detail, incorporating themes from class discussion. This paper is due by the date scheduled for final exam period (there is no final exam), **April 28 before 5pm**.

*Note, you must complete **all** components of this assignment for credit of the entire project. That is, you can NOT skip submitting a topic, or the presentation or any other earlier steps and still get credit if you only turn in the final poster. Any late work will be deducted so you will receive no more than **80%** of the total possible credit, with increased deductions the later the submission.

**More guideline information will be provided at a later date.

EMAIL: I will respond to an email within 24hrs during the weekdays; it may take longer during the weekends. Please limit your email to short questions and/or setting appointments to see me in person if you can not make the established office hours. Email is inefficient for answering in-depth questions that would be so much quicker in face-to-face exchange.

STUDENTS WITH DISABILITIES: If you are a student with a disability and would like to discuss special academic accommodations, please contact me as early as possible. Also please contact Disabled Students Resources and Services at 2210 Wilbur Ave (269) 387-2116.

ACADEMIC INTEGRITY: You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Academic Integrity. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

COURSE SCHEDULE

| Week | Date | Topic | Assignments/Reading ¹ |
|------|--------------|---|---|
| 1 | 1/12 | Course introduction; Theoretical issues, definition of terms | K: Ch 1; F: Ch 2-3 Walker (2001); Otterbein (1999) |
| | 1/14 | Overview of the data & models (bioarch, historical, ethnographic, modern) | F: Ch 1 Lambert (2007a); Ember & Ember (1997); Verano (2001 - supp) |
| 2 | 1/19 | Osteological evidence of warfare: review bioarch evidence | *Jurmain <i>et al.</i> (2009); *Milner (1995); Lovell (1997 - supp) |
| | 1/21 | Demonic males? Application of great ape behavioral models | F: Ch 4, 12 *Knauft (1991); *Manson & Wrangham (1991); Aureli <i>et al.</i> (2006 - supp) |
| 3 | 1/26 | Violence within earlier hominid populations | F: Ch 5 Fruyer (1997) ; Zollikofer <i>et al.</i> (2002); Pickering <i>et al.</i> (2000 - supp) |
| | 1/28 | Forms/scales of combat Early humans – models of interaction | K: Ch 2, 4 *Erikson (1985); *McCall & Shields (2008) |
| 4 | 2/2 | Hunter-gatherers; Evolutionary model; Ethnohistorical accounts | F: Ch *3, Ch 8, 10 *Chagnon (1988); Gat (1999) |
| | 2/4 | Neolithic revolution and violence | <u>Topic due</u> ; *Haas (2001); *Christensen (2004) Jackes (2004 – supp) |
| 5 | 2/9 | Theories of warfare, social organization, and state | F: Ch 6 Carneiro (1977); Carneiro (1988) |
| | 2/11 | Case studies of early states | *Underhill (2006); *Tung (2007) |
| 6 | 2/16 | Violence in pastoral and maritime groups: case studies | *Bamforth (1994); *Maschner & Reedy- Maschner (1994); Murphy <i>et al.</i> (2002 – supp). |
| | 2/18 | Violence as state strategy | Buzon & Richman (2007); Ogburn (2007) |
| 7 | 2/23 | Violence in the Americas | *Emerson (2007); *Lambert (2007b); Lambert (2002) |
| | 2/25 | Violence and colonialism: Old World meets New World | <u>Outline due</u> ; Ferguson (1990); Owsley, Gill & Owsley (1994) ; Williamson <i>et al.</i> (2003) |
| 8 | 3/2-4 | Spring Break! | |
| 9 | 3/9 | Socioeconomic correlates of violence | *K: Ch. 8- 9 Robarchek (1990) |
| | 3/11 | Bodily consequences; | *K: Ch 6 |

¹Textbooks listed first line: “K” = Keeley, “F” = Fry. Other pdf readings posted online @ Library Course Reserves (or folder on elearning page)

²The readings in *italics* are those used in student-led discussion, those in **bold** due for Reflection paper

- This syllabus is subject to change: any changes will be announced in class/online.

| Stress & conflict; Massacres | | | <i>*Torres-Rouff & Junquiera (2006); Willey & Emerson (1993)</i> |
|--|-------------|---|--|
| Week | Date | Topic | Assignments/Reading |
| 10 | 3/16 | Ritualized violence(1): Trophy taking | K: Ch 7 <i>*Arkush (2005); *Andrushko et al. (2010); Tung et al. (2008 – supp); Sledzik & Ousley (1999 – supp)</i> |
| | 3/18 | (2) Sacrifice & Cannibalism | <i>*Billman et al. (2000); * White et al (2002); Ogilvie & Hilton (2000); Winkelman (1998); Lambert et al. (2000-supp)</i> |
| 11 | 3/23 | Capital punishment; Sports | Verano et al. (2000); Poliakoff (1987); Law (1989 - supp) |
| | 3/25 | Patterns of violence: Age/Sex differences | <u>Annotated Bib due</u> ; <i>Martin (1997); Wilkinson (1997)</i> |
| 12 | 3/30 | Domestic violence and child abuse | Walker (1997); Walker et al. (1997) |
| | 4/1 | Historic/modern warfare: student's choice* | *Each student post link of article/bulletin of interest day before class on e-learning |
| 13 | 4/6 | Case studies: student's choice (e.g., substance abuse, video games, serial killers, etc). | *Each student post link of article/bulletin of interest day before class on e-learning |
| | 4/8 | Revisit theories of biological origins and means of control of violence | F: 13 <i>*Ferguson (1997); *Thorpe (2003); Wrangham (1999)</i> |
| 14 | 4/13 | Changing views; ethics | K: Ch 11; F: Ch 14-15 Chacon & Mendoza (2007) |
| | 4/15 | <i>Film (AAPA/SAA)</i> | (no class if most students @ conference) |
| 15 | 4/20 | Presentation | |
| | 4/22 | Presentation | |
| Final paper due by Wed, April 28, before 5pm. | | | |