



ANTH 5389 Archaeology of Warfare & Violence

Class Location: FH 211

Class time: Mon 6-8:45pm

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Christine Jones, PhD

Faculty blog: <http://anthrowarrior.blogspot.com>

Office: HH 204C

Contact me via Canvas message or email: Bioarchjones@tamuct.edu

OFFICE HOURS

Mon & Wed 1pm-2:30pm

COURSE DESCRIPTION

This course is a broad survey of the complex history of warfare in different time periods and world regions through the study of the archaeological record. Students will explore the development of warfare in preindustrial societies in both the old world and the new world. This course will review the current state of warfare research in archaeology with a special emphasis on the bioarchaeology of conflict as evidenced in patterns of trauma and violence on the human skeleton.

Mode of instruction and course access

This course meets face-to-face. Check Canvas daily for any course announcements or schedule changes.

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you plan to come to my office hours, please mention it or send me a quick email so I can make sure to have enough time to schedule and see all students.

Warrior Shield:

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](#)

[<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Objectives:

Students will learn:

- How the bioarchaeological record can be applied to understand warfare and violence

at the graduate level, including the theoretical frameworks used to understand the development of warfare through human prehistory, the myth of a peaceful past, and how warfare has been integrated into social institutions, affecting the development of pre-state and early state societies.

- Why some societies fight endemic wars while others do not and how frequent warfare affects the basic choices people make about their lives.
- The importance of studying trauma patterns on the skeleton in the archaeological study of warfare.
- How to comprehensively read and critically evaluate scientific publications within the discipline.
- How to participate meaningfully in classroom discussions at the graduate level, showing the ability to think critically beyond their own area of expertise and communicate with colleagues in an academic setting.
- How to acquire the necessary background knowledge to critically evaluate future significant research developments within the discipline of bioarchaeology as it pertains to warfare and violence, such as are typically reported in major scientific journals (Science, Nature, Proceedings of the National Academy of Sciences) as well as the mainstream media.

REQUIRED TEXTBOOKS:

Book Title	Year	Author	ISBN	Ed.	Publisher
Injury and Trauma in Bioarchaeology	2017	Redfern, R.	9780521115735	1st	Cambridge Univ. Press
The Bioarchaeology of Violence	2012	Martin et al.	9780813049502	1st	Univ. Press Florida
Care or Neglect? Evidence of Animal disease in archaeology	2018	Bartosiewicz (ed).	9781785708893	1st	Oxbow books

Recommended but not required textbooks:

- Anderson, C.P. and Martin, D.L, eds. (2018) Massacres: Bioarchaeology and Forensic Anthropology Approaches. University of Florida Press. ISBN:9781683400691

OTHER REQUIRED MATERIALS:

- **Reference management software.** Graduate students are required to use reference management software to manage all course readings and citations for their annotated bibliographies. Students should be prepared to submit their electronic reference libraries to the instructor at the end of the course with their annotated bibliography, to demonstrate use of the software. There are many reference management software options available to students, but the instructor recommends **Zotero**, a free and open-source reference management software to manage bibliographic data and related research materials. [<https://www.zotero.org/>]. There

are online tutorials through zotero's website and also youtube.com to assist graduate students in using the program.

COURSE REQUIREMENTS

1. **Reading assignments:** Readings from the textbooks are listed in the course calendar below. It is best to read the chapters just before the class under which they are listed. It is expected that students have completed the assigned reading for every class. **There will be additional readings available in our E-reserves course folder.**
 - To access e-reserves use this direct link:
https://tamuct.libguides.com/er.php?course_id=50492
 - OR go to the TAMUCT library home page. <http://tamuct.libguides.com/index>. Under the heading "Library Information," click link to E-Reserves. Use the search box to locate our course either using your instructor's name (Jones) or the course number (type "ANTH 3322"). The readings will be listed in folders by week.
 - The e-reserves password is "love"
2. **Academic Integrity Document:** During the first week of class, the student is to read the section in the syllabus titled Academic Integrity (also located in the "Procedures, Resources, and Guidelines" module on Canvas) and the link provided in that section regarding plagiarism. The student must sign the document pertaining to Academic Integrity attached to this syllabus (also in Canvas modules) and return a hard copy to the instructor. **NOTE: Students will not be allowed to continue in the course without notifying the instructor of their comprehension of this material (by signing the document and submitting it to the instructor).**
3. **Class Participation (300 pts)** Students are expected to participate in class discussions, indicating an understanding of the reading material and how to apply it. Students are to read assigned material before class. Students earn a point for full attendance on a specific day (appear on time and do not leave early). Students earn an additional point for participating in class discussions. (No points are awarded on exam days or holidays) Thus, the student earns 0-2 points on each class day (total of 12 days), which correspond to the following grade:

Points	Grade	Points	Grade
24	300	10-11	139
22-23	277	8-9	116
20-21	254	6-7	93
18-19	231	4-5	70
16-17	208	2-3	48
14-15	185	1	23
12-13	162		

NOTE: If students are tardy (appear in class after roll is called), it is their responsibility to notify the instructor at the conclusion of class (before leaving the classroom that day), that they arrived in class and would like to receive some credit for class participation. Failure to notify the instructor may result in an absence for that day. Cell phone use is prohibited during class and may cause you to lose your class participation points.

4. Exams (300 pts) The student will take two exams, a mid-term and a final. Exams are not “open-book,” nor may the student use any notes or messages from cell phones. The exams are essays, written in a blue book. **Work not done in a blue book will not be graded.** Blue books are available from the bookstore. Each exam is valued at 150 points. The student has a maximum of two hours to take the exam, given immediately after roll call. The exam window closes, however, when two hours have elapsed. The mid-term exam will receive comments from the instructor and will be returned to the student. Students are encouraged to review their work before submission. Graduate students will be required to cite (author, date) relevant course readings when answering essay questions.

A week before each exam, the instructor will provide graduate students with three exam questions. This practice provides the student with a week’s worth of preparation. It is highly recommended that students compose some outline of how they will write their essays and commit those outlines to memory. Blue books must be blank before students begin their exams. After beginning the exam, however, students may wish to write working outlines on the exam questions page or on the inside cover of the blue book. A simple outline provides coherency and organization for one’s essay. The essay exam grading rubric will be posted online in a Canvas module.

5. **Annotated Bibliography (400 points):** Graduate students will be required to work on an annotated bibliography. Students will present both a draft version and a final completed version of their bibliography. Due dates are noted on the course calendar and full guidelines will be sent to students via Canvas message. A draft bibliography must be submitted on time in order for the final version to be accepted.

Coursework	Points
Annotated biblio draft	150
Annotated biblio final	250
Class Participation	300
Exams (2 @ 150)	300
Total:	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

Grade posting: All grades will be posted online; it takes about 1 week for the instructor to grade student work. Be assured that she is grading classwork as fast as she possibly can.

COURSE SCHEDULE (Lecture topics listed by week)

Redfern=Injury and Trauma in Bioarchaeology, Martin=Bioarchaeology of violence

Week 1: Understanding Violence in the Past I

Class meets: Aug 26

Read after the first class and before Sep 9: E-reserves “Chatfield’s Critical Thinking. Ch. 6 pg 136 through 144 only” AND E-reserves “Martin and Harrod (2015) Bioarchaeological contributions to the study of violence”

Week 2: Understanding Violence in the Past II

Class meets: We do not have class on LABOR DAY. Instead, watch/listen to online lecture module “Understanding Violence in the Past”

Finish these readings this week: Redfern Ch. 1 & 2 and E-reserves “Emergence of Human Warfare”

Week 3: Violent behavior in humans and human society: Cultural differences

Class meets: Sep 9

Be prepared to discuss these readings: Martin Ch. 1 and 2, Redfern Ch. 3 up to page 37, E-reserves “Kranioti et al. 2019. Violence 30,000 years ago”

Week 4: Violent behavior in humans and human society: Frameworks of Violence

Class meets: Sep 16

Be prepared to discuss these readings: E-reserves “Martin and Harrod (2015) Bioarchaeological contributions to the study of violence”, E-reserves “Violence in the Roman World”, Redfern Ch. 3 pg 37 to 50

Week 5: Violent behavior in humans and human society: Ritual Violence

Class meets: Sep 23

Be prepared to discuss these readings: Redfern Ch. 3 pg 51 to end of Ch, Martin Ch. 3, 4, and 10

Week 6: Violent behavior in humans and human society IV: Case studies

Class meets: Sep 29 (we will have a guest speaker)

Be prepared to discuss these readings: E-reserves “Mass Graves from the Spanish Civil War” AND E-reserves “Osteological Profile of Trench Warfare”

Week 7: Violent behavior in humans and human society IV: More Case studies

Due: DRAFT ANNOTATED BIBLIOGRAPHY

Class meets: Oct 7

Be prepared to discuss these readings: E-reserves “The face of war: Trauma analysis of a mass grave from the Battle of Lützen” and E-reserves “Khmer Rouge Regime Massacres”

Week 8: Midterm

Class meets Oct 14 to take the midterm. Don't forget blue books!

Week 9: Environmental Factors and Violence

Class meets: Oct 21

Be prepared to discuss these readings: Redfern Ch. 4, Martin Ch 6

Week 10: Special Topics: Violence and Witchcraft

Class meets: Oct 28

Be prepared to discuss these readings: Redfern Ch 6 up to page 137, Martin ch 5, E-reserves "Witchcraft and Violence in Ghana" and E-reserves "Witchcraft and supernatural harm".

Week 11: Violent happenings: Intentional Injury patterns I

Class meets: Nov 4

Be prepared to discuss these readings: Redfern Ch. 6 pgs. 137-149, E-reserves "A Childhood of Violence," Martin Ch. 8

Week 12: Violent happenings: Intentional Injury patterns II

Class meets: We do not have class today Nov 11 on VETERAN'S DAY. Instead, watch/listen to online lecture module "Violent happenings"

Finish these readings this week: Finish Redfern Ch. 6, E-reserves "Only the Men will do: Gender in Andean Mass death"

Week 13: Violent happenings: Intentional Injury patterns III

Class meets: Nov 18

Be prepared to discuss these readings: Martin Ch. 8 and 9, E-reserves "Only the Men will do: Gender in Andean Mass death"

Week 14: Living with the consequences of injury I

Class meets: Nov 26

Be prepared to discuss these readings: Redfern Chapter 7
Happy thanksgiving!

Week 15: Living with the consequences of injury II

DUE: FINAL ANNOTATED BIBLIOGRAPHY

Class meets: Dec 2

Be prepared to discuss these readings: Redfern Ch 7 continued, and we'll review what to study for the final!

Week 16: Finals Week

Class meets Dec 9 to take the final. Don't forget blue books!

COURSE PROCEDURES AND POLICIES

Handling human skeletal remains in this course: At some point during the course the instructor may bring in a reproduction skeleton or actual human skeletal remains. If a student is not comfortable handling skeletal remains (either reproduction or actual) the student should let the instructor know. We will review a number of rules regarding the handling of skeletal remains to ensure they are not damaged during the class, but first and foremost of these involve food and drink. No food or drink (in any container type) is allowed on the same tables as our skeletons, for their safety! This includes candy and gum. Students should stow food and drink away safely in their bag or we can reserve a table/chair for food and drinks. Failure to observe these rules regarding food and drink can result in the instructor asking students to leave the classroom, which may affect their grade and participation in the course. There is no risk to students in terms of eating/drinking after handling these skeletons, but it's strongly recommended that they wash their hands before eating or drinking!

Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Attendance & Makeup: Attendance is a requirement of this course to succeed. If students are not dedicated to coming to this class when it meets, they should consider taking another course. No makeups will be accepted for missed/late notes assignments or for participation points. Students are given 1 or more weeks to complete notes assignments and must be present in class to earn participation points.

Students may request a makeup for the midterm exam if the student misses the midterm due to illness or injury for example. To successfully makeup the midterm a student MUST 1. Contact the instructor prior to the missed midterm (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making it up; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor's note, police report) verifying the reason for the absence. If a student does not meet all three requirements they may be denied the request to makeup the work. Students who miss an exam with no excused absence will receive a zero on the exam. Makeups for final exams are usually denied because it is not possible to schedule a makeup final before final grades are due. For this reason, makeup final exams are given rarely and with a 20 point deduction (evidence pertaining to a serious emergency will be considered for such a makeup).

Late Work

I accept late DRAFT annotated bibliographies, but with point deductions as follows: 15 points for 1 day late, 30 points for 2 days late, 50 points for 3 days late. After 3 days the paper will not be accepted. I will not accept late FINAL annotated bibliographies.

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

All University resources, procedures, and guidelines are available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>] in the modules section.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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