(Photo source: francoisrobertphotography.com)

**Spring 2020 – Department of Anthropology – College of Sciences - UCF**

**Pain and Suffering**

# The Anthropology of Violence and Social Conflict

**Special Topics Course ANT4406**

**Class Time:** Tuesday/Thursday. 1:30 to 2:45pm
**Place:** BA1 - 121
**Instructor:** Dr. J. Marla Toyne
**Credit Hours:** 3 credits
**Office:** HPH 409R **Phone:** 407 823 1927
**Mode:** F2F
**Office Hours:** Tuesday 3:00 to 5:00pm
**LAB MSB149 Hours:** Wednesday 1:00 to 3:00pm
**Email:** j.marla.toyne@ucf.edu
Or Email for appointment if you cannot make either time.

## Course Overview:

What is it about humans that lead us to be both horrified by and yet fascinated by violence? Is violence innate in humans, or is it a product of our social arrangements? If we imagine ourselves today to be living in societies more enlightened than those of the past or more civilized than those some call "primitive", then how do we account for the unparalleled horrors committed in the name of progress, religion, or patriotism in our own time? How do our politicians justify massive violence (both direct and structural) while speaking of peace and freedom?

This course will survey the phenomenon of violence in human societies exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology. We will take a cross-cultural and historical approach to understanding the evolution of human interactions that result in physical, emotional, or psychological damage (results of violent behavior towards others). It is important to consider how violence (or the threat of violence) impacts our daily decisions and choices, but that our responses are culturally mediated. We will explore the issues of how violence has been the impetus of many major changes in human history and modern international relationships.

**Prerequisites:** Ideally ANT2511 or ANT2410, or permission of Instructor.

**Course Catalogue:** Survey the phenomenon of violence in human societies by exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology.

## Course Objectives:

The goals of this course will be to allow students to read and discuss ethnographic examples of violence in other cultures as well as our own society and consider the impact it has on the history and evolution of each culture. We will focus readings on individual articles and weekly class discussions on case studies of different levels and types of violence in various societies including interpersonal physical violence, public punishment/execution, ritual violence, suicide, structural violence, and warfare.

- **Develop an understanding of the phenomenon of violence**
- **Explore the manifestations of violence in human societies**
- **Evaluate various theories of violence**
- **Use cross-cultural comparison to identify the impact of violence on human societies (past and present)**
- **Prepare and discuss different individual cases studies of violence**
- **Synthesize research on violence in different cultural contexts**
- **Review and place a full ethnography within the broader context of social violence**

## Course Requirements:

This course will include lectures, films, online pages, and readings that explore diverse aspects of violent behaviors. The course will include a major writing assignment as well as in-class weekly discussions including helping lead a weekly discussion topic. Weekly quizzes will enhance student preparation, and ethnography book club discussions help engage in reading select ethnographies.

## Topics covered on a weekly basis will include:

- *Types* of Violent Behaviors (definitions)
- *Scales* of Violent Behaviors (personal, interpersonal, group, national)
- *Theories of Violence* (Physical, Structural, Material, Civilized, Social)
- *Evolution* of Violence (evidence of early aggressive behaviors in our hominid ancestors)
- *Non-Human Primate* Violence (evolutionary significance of intraspecies aggression)
- *Non-State* Level Violence
- *State* Level Violence (political violence, war, genocide)
- *Socially Sanctioned* Violence (Legal punishment, torture, religious penance, combat sports, extralegal violence for human rights)
- *Victims* of Violence (women, children, minorities, elderly, ethnicities)
- *World History* of Violence
- Violence in *Popular Culture and Media* (television, films, video games, literature, fine arts, graphic novels)
- Role of *Forensic Investigations* in Identifying Violence as Crimes against Humanity
- *Cases of Violent Behaviors* (sacrifice, cannibalism, torture, initiations, suicide, abortion, serial killers)

## Student Success:

This is my goal. This is a Face-to-Face course. There are **F2F meetings with lectures and interactive discussions**, but we will have a few **online learning activities and sources of information to guide you**. So this is an exciting opportunity to do a lot of things, IF you come to class prepared having 1) done the weekly readings, 2) reviewed and thought about the provided review questions. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class are essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.
If you have any questions about the course, communication is key.

**Recommendations for Success:**

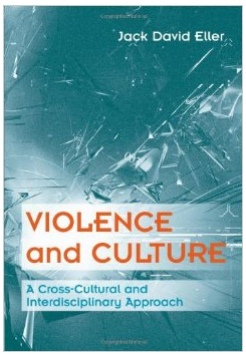
1) FIRST STEP: If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
3) Please use a subject title that clearly identifies your course and the topic of inquiry.
4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

## Required Texts:

**Eller, Jack David. (2006) *Violence and Culture: Across-Cultural and Interdisciplinary Approach.* Wadsworth: Belmont, California.**

Required to PICK ONE of the following Ethnographies:

1. McGillivray, A., and Comaskey, B. (1999) *Black Eyes All of the Time: Intimate Violence, Aboriginal Women and the Justice System*. University of Toronto Press: Toronto.
2. Rosen, D. M. (2005) *Armies of the Young: Child Soldiers in War and Terrorism*, Rutgers University Press, Piscataway, NJ. (ebook)
3. Whitehead, N. L. (2002) *Dark Shamans : Kanaimà and the Poetics of Violent Death*, Duke University Press, Durham. (ebook)
4. Bourgois, P. (2003) *In Search of Respect: Selling Crack in El Barrio*, Cambridge University Press, Cambridge.
5. Wood, A.L. (2009) *Lynching and spectacle: Witnessing racial violence in America*, 1890-1940. Chapel Hill: University of North Carolina Press. (not at bookstore)




These are available in the bookstore once you have selected the title, but they are also on Course Reserve in the Library for limited check out. Or online stores at various outlets.

Required Additional Readings: Outlined in the Schedule. Book chapters and articles will be available electronically Webcourses. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

Recommended:

Scheper-Hughes N, and Bourgois P, eds. (2003) *Violence in War and Peace: An Anthology*. Wiley-Blackwell Publishers: New York. (Selected Readings as SH & B: chapter)

## Grade Scale (+/- system is used in this course)

| | | | | | | |
|---|---|---|---|---|---|---|
| A 95-100% | B+ | 87-89% | C+ | 77-79% | D+ | 65-69% |
| A- 90-94% | B | 84-86% | C | 74-76% | D | 60-64% |
| B- 80-83% | C- | 70-73% | F | 59% or below | | |

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

## Evaluation:

| | |
|---|---|
| Quizzes (based on weekly readings, x10 online) | 100 |
| Article Discussant | 50 |
| Ethnography Discussions (x3) | 100 |
| Ethnography Paper Outline/Bibliography | 50 |
| Ethnography Final Paper | 150 |
| Final Exam article review | 100 |
| Participation | 50 |
| TOTAL: | 600 |

### Grade Dissemination

Quizzes, assignments, and exams in this course will be graded and posted through Webcourses. You can access your scores using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.
NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

### Accessing Online Course Content

You have an online assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

### Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.
Participation is an important component of this class and you will be evaluated points for your presence and natural participation. I do call on students, but I am much more excited to pick among willing hands of volunteers who would like to ask questions and offer answers and opinions on readings and class topics. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
IF verbal pubic, in-class participation is the scariest thing on the planet, please come see me and let me know and we will consider alternative participation strategies.

## LEARNING ASSESSMENT

Regular attendance and participation in class is required (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledgebase week by week. This syllabus is your guide to the class – Know it. IF you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

## Assignments

**MiniQuizzes/Reflections – weekly readings:** These are assigned, dated and timed. **MONDAY NIGHT** before TUESDAY class. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings and thought through some key concepts.

**Discussions – weekly topic LEADERSHIP:** Each student will sign up to help lead the discussion for 1 new article that will add to our weekly readings. A sign-up sheet will be passed out during the first week of classes and online. If students miss signing up independently, they will be assigned an article.

Approximately 3 students per week will be the 'article discussants'. The expectation is that the student will be present in class and be prepared to introduce a novel article and add to the discussion of the topic. ALL other students are expected to participation with questions and comments. Everyone gets a turn.

**Ethnography Assignment**: Further instructions will be detailed on Webcourses for each component of this written assignment (which includes discussion – like book club).

1. Ethnography selection (Module 1)
2. Ethnography Chapter Summary Discussions (IN CLASS/ONLINE Thursday - Module 4, Module 7 and Module 10, attendance is required)
3. Final Research/Ethnography Paper (Outline Due Module 8, FINAL Module 12)

Further information on each assignment will be provided in class and online.

Citations must follow the AJPA reference formatting style, which is detailed on Webcourses (Assignments Folder). These instructions are **NON-Negotiable** and points will be lost for incorrect formatting or frequent spelling and formatting errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released ONE week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See *Course Protocols* for further formatting and Discussion Protocols.
These must be **original** work, written in **your own words**. Copying other student's assignments or websites in whole or part will not be tolerated. In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

**FINAL Exam**: Unfortunately, there will not be regular exams, but a final 'exam' article review and synthesis is expected. Two weeks before the end of class you will sign up for a provided article on a specific topic, you will find another article with a similar theme (NOT on the list, nor used in class already), and you will **write a 3 pages**, double-spaced, Times New Roman font, 1 inch margins, amazing review of both articles, then comparing them, and finally synthesizing them to the violent topic and the rest of the course materials. Further instructions online. Online submission during finals period.

## Policies

**Contacting the professor**

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4406 in the subject heading and do not forget to

include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.
Also check Webcourses for common questions asked and their answers via the discussion boards.

**Deadlines and Make-ups**
Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide **written documentation** (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>.
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at
<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.
An alternative assignment or make up exam may be offered.

**Late Penalties**: Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom.
Late assignments will be subject to a Late penalties of 5% per calendar day, including: non-class days, holidays and weekends.

The only possible exceptions to the late penalty and no extension rules are cases in which compelling medical or compassionate grounds can be documented, and where academic accommodation may be allowed. Students should consult the "Academic Regulations and Procedures (http://catalog.ucf.edu/policies/academic-regulations) for further details. Or, students should consult the Academic Counseling Office in their "home" Faculty in the event of illness, family emergency, or other personal difficulties that constitute "extenuating circumstances". Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.

**Missed exams/assignments**: There are **no make-ups** for **online quizzes, discussions, or assignments**. The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the exam. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date.

**Grades of "Incomplete"**: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

## TECHNOLOGY AND MEDIA

**Webcourses@UCF**: This is a Face-to-Face course. Only some course materials and assignments have an online component that is accessed through the UCF on-line software, Webcourses@UCF.
Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in class, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

**I "Control Alt Deleted" my homework**: There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.

**University Writing Center**: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

### General Information:

- Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- Cell phones will be turned off and put away during class. No texting. No messaging. No internet.
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, working on homework, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are using laptops inappropriately, clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.
- Be polite. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Course Schedule with weekly topics, assignments and readings is available updated on Webcourses.

## ACADEMIC RESPONSIBILITY AND EXPECTATIONS

### Academic conduct

Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be
applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an 'F' or 'Z' grade for the course. Confirmation of such incidents may also result in expulsion from the University.

### Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. The UCF Rules of Conduct apply to all UCF students - http://osc.sdes.ucf.edu/process/roc.

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. **Plagiarism**: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. The UCF definition of Plagiarism is available here (https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about **Academic Integrity**, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about **plagiarism** and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or

expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## ACCESSIBILITY STATEMENT

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, **dial 911 for assistance**.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

## Deployed Active Duty Military Students Statement

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Discrimination

I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There

will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

### Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.

### Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Course schedule and assignments

**Disclaimer**

Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in announcements. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

**Dates to remember**: The SPRING Academic calendar can be found online at: http://calendar.ucf.edu/2020/spring
Late registration, Add/Drop: January 6-10th, 2020
Withdrawal deadline for this course: March 20th, 2020

## Class Weekly Reading SCHEDULE:

**Concept of Violence and Readings (Assignment deadlines can be found online)**

| | |
|---|---|
| **Module 0** | **Introduction to Anthropology of Violence** |
| | Eller: Chapter 1 |
| | Sh & B Ch1 |
| | Riches (1986) |
| **Module 1** | **Theories of Violence (and Peace)** |
| | Eller (2006) Chapter 2 |
| | Accomazzo (2012) |
| **Module 2** | **Violence in Popular Culture and Media (TV, films, video games, literature, fine arts,** etc) |
| | Young (2010) Chapter 1, 3 |
| **Module 3** | **Non-human Violence (significance of patterns of intraspecies aggression)** |
| | Crofoot and Wrangham(2009) |
| | Wrangham etal. (2006) |
| **Module 4** | **Human Capacity for Violence** |
| | Eller: Chapter 3 |
| | SH & B: Chapter 7-12, 16, 18 |
| | Van de Berghe (1974) |
| **Module 5** | **Evolution of Violence** (evidence of early aggressive behaviors in our hominid ancestors) |
| | Eller: Chapter 4 |
| | Keeley (1996) Chapters 1 and 9 |
| | Chagnon (1984) |
| **Module 6** | **Socially Sanctioned Violence (Legal punishment, ritual, combat sports, self-defence)** |
| | Eller: Chapter 6 and 7 |
| | SH & B: Chapters 46-49 |
| | Smith (2000) |
| **Module 7** | **State Level Violence** |
| | Eller: Chapter 8 and 9 |
| | SH & B: Chapter 51, 49 (terrorism) |
| **Module 8** | **Victims of Violence (gender violence, women)** |
| | Eller: Chapter 5 |
| | Gentry (2015) |
| | Film: *When Women Kill* |
| **Module 9** | **SPRING BREAK** |
| **Module 10** | **Intimate Violence (Children/Elders/Suicide)** |
| | Korbin (2003) |
| | Sh & B Ch 33 |
| | TBD reading |
| **Module 11** | **Role of Forensic Investigations as Crimes against Humanity** |
| | Komar (2005) |
| | SH & B 21 |
| | Film: *Following Antigone* |
| **Module 12** | **Structural and Symbolic Violence** |
| | Farmer (2004) |
| | Sh & B 32 |
| **Module 13** | **Peaceful Societies and Conflict Resolution** |
| | Fry (2007) Chapter 1-6 |