

Advanced Integrative Seminar: Anthropological Perspectives on Violence

Anthropology 315
Block 3, Fall 2007
Afternoons in Barnes 403

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Barnes 304, x6359
OH: T & Th. 3 - 4:30 pm

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OH: T 10 am - noon & W 3 - 4 pm

Course Description

This course is a senior capstone designed to bring together the four subfields of anthropology and students focusing on the different subfields to discussion on a single theme. Following a brief exploration of the history of anthropology in the United States and how the four-field structure came about, we will look at how this structure is distinctive among ways "anthropology" is understood elsewhere in the world. Finally we will move to the "crisis" of four-field anthropology, including departments that have schismed, as well as programs and areas of anthropology that expressly benefit from preserving the odd-bed-fellow union.

Following this, we will focus on a topic that can be examined from the perspective of multiple subfields of anthropology. This year that topic is violence. The course is team-taught by faculty from distinct anthropological subfields, whose guidance is complemented by guest speakers. The seminar emphasizes the complementarity of multiple subdisciplinary perspectives on the selected topic, as well as exemplary integrative and interdisciplinary research in the area. We will consider a variety of anthropological perspectives including materialist, adaptationist and constructivist ones as we approach the study of violence. The course is organized around a series of topics such as interpersonal violence, colonialism, and war that will allow us to see the varied ways that anthropologists examine violence, how their work speaks to each other, and how we might successfully have trans-subfield conversations.

Readings

- Segal, Daniel A. and Silvia J. Yanigasako (2005) *Unwrapping the Sacred Bundle*. Durham: Duke University Press.
- A series of readings on PDF to be distributed in class (the first week article by Borofsky is also available at:
<http://personalwebs.coloradocollege.edu/~ctorresrouff/classes.html>)

Assessment

- Questions for co-facilitating and participation in class discussions (30%)
- Debate (20%)
- Thought piece on the four fields (20%)
- Violent encounter interview and analysis (30%)

Attendance at **all** classes is assumed and unexcused absences will affect your grade adversely.

There are no make-up opportunities and late assignments will be penalized. Descriptions of the assignments are found at the end of this syllabus. We will discuss assignments in detail as the time approaches. **All** assignments must be completed to receive credit for this course. Work will be performed under the honor code and indicated as such on all assignments.

Schedule

Week 1	Topic and Readings*
M 10-29	Introduction
T 10-30	<p>History and Theory in Anthropology I Origins of anthropology as a discipline in the US (article 1)</p> <ul style="list-style-type: none"> ○ Borofsky, Robert (2002) "The Four Subfields: Anthropologists as Mythmakers" <i>American Anthropologist</i> 104:463-480. ○ Segal, Daniel A and Silvia J Yanagisako (2005) <ul style="list-style-type: none"> ○ Segal and Yanagisako, "Introduction" ○ Clifford, "Rearticulating Anthropology"
W 10-31	<p>History and Theory in Anthropology II</p> <ul style="list-style-type: none"> ○ Segal, Daniel A and Silvia J Yanagisako (2005) pp. 49-140. <ul style="list-style-type: none"> ○ Lederman, "Unchosen Grounds" ○ Yanagisako, "Flexible Disciplinarity" ○ Silverstein, "Languages/Cultures are Dead!" ○ Hodder, "An Archaeology of the Four Field Approach"
R 11-1	In Class Workday Debate Prep
F 11-2 9:30-12:00 am Class	Debate The four fields: Schism and other alternatives
Week 2	
M 11-5	<p>The four fields and the anthropologist you are (article 2)</p> <ul style="list-style-type: none"> ○ Hautzinger, Sarah J (2007) "Introduction: Violence in Salvador da Bahia, City of Women." In <i>Violence in the City of Women: Police and Batterers in Bahia Brazil</i>. Berkeley: University of California Press, pp. 1-49. <p>How do we study violence? (articles 3-5)</p> <ul style="list-style-type: none"> ○ Stewart, Pamela J. and Andrew Strathern (2002) "Violence as a Construct" and "The Domain of Contested Legitimacy." In <i>Violence: Theory and Ethnography</i>. New York: Athlone Press, pp. 1-5, 35-51 ○ Ember Carol R and Martin Ember (1992) "Resource Unpredictability, Mistrust, and War" <i>Journal of Conflict Resolution</i> 36(2):242-262.

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Comment: I will correct all article numbering here and in the cd file when we are done.

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Comment: Can we note here what they should focus on?

T 11-6	No Class Workday for Papers
W 11-7	<p>Symbolic and ritual violence (articles 6-10)</p> <ul style="list-style-type: none"> ○ Bourdieu, Pierre and Loic Wacquant. (2004 [1992]). "Symbolic Violence." In <i>Violence in War and Peace</i>, edited by Nancy Scheper-Hughes and Pierre Bourgois, pp. 272-4. Oxford: Blackwell Publishing. ○ Conklin, Beth A (1995) "'thus are our bodies, thus was our custom': mortuary cannibalism in an Amazonian society." <i>American Ethnologist</i> 22(1):75-101. ○ Conlee, Christina A (2007) "Decapitation and Rebirth: A headless burial from Nasca, Peru." <i>Current Anthropology</i> 48:438-445. ○ Mendoza, Rubén G (2007) "Aztec Militarism and Blood Sacrifice: The Archaeology and Ideology of Ritual Violence." In <i>Latin American Indigenous Warfare and Ritual Violence</i>, Richard Chacon and Rubén G. Mendoza (eds). Tucson: University of Arizona Press, pp. 34-54. ○ Elliston, Deborah. (1999) "Erotic Anthropology: 'Ritualized Homosexuality' in Melanesia and Beyond." In <i>Across the Boundaries of Belief</i>. Morton Klass and Maxine Weisgrau, (eds), Boulder: Westview Press, pp. 133-158.
R 11-8	<p style="text-align: center;">Papers Due in Class</p> <p>Biological Bases for Violence and the Evolution of Human Morality Guest: Krista Fish (PhD Candidate, CU Boulder) (articles 11-13)</p> <ul style="list-style-type: none"> ○ Wrangham, Richard and Dale Peterson. 1996. "Apes and the Origins of Human Violence." In <i>Demonic Males</i>, (1-17) ○ Sussman, Robert (1999) "The myth of man the hunter, man the killer and the evolution of human morality." <i>Zygon</i> 34(3):453-471. ○ DeWaal, Frans (2003) "Morality and the Social Instincts: Continuity with the Other Primates." <i>Tanner Lectures on Human Values</i>, delivered at Princeton on Nov. 19-20, 2003. <p style="text-align: center;">Mandatory Field Trip - Denver Museum of Nature and Science Lecture by Donny George Youkhanna, PhD, visiting professor, Stony Brook University; former director general, National Museum of Iraq; and chairman, Iraqi State Board of Antiquities and Heritage "Lessons from the Iraq Museum: Antiquities in Times of War" meet on the north side of Barnes at 5:00 pm</p>
F 11-9 9:30-12:00 am Class	<p>Violence and Identity I Age and Reproduction (articles 14-19)</p> <ul style="list-style-type: none"> ○ Crockett, Carolyn M (1998) "Family Feuds." In <i>The Primate Anthology</i>, New Jersey: Prentice Hall, pp. 28-35. ○ Korbin, Jill E (2003) "Children, Childhoods, and Violence." <i>Annual Review of Anthropology</i>, 32:431-446. ○ Hrdy, Sarah Blaffer (1999) "Unnatural Mothers," in <i>Mother Nature</i>, NY:

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Comment: If this day is too heavy we can cut the Conklin article. Mendoza I like despite being alarmist, and Conlee is short and tight. So, of the three I proposed, Conklin is the longest. It's ethnographic, so I'll leave the call to you. SEEMS OK TO ME; LOTS BUT NOT TOO MUCH

	<p>Ballentine, pp. 288-317.</p> <ul style="list-style-type: none"> o Scheper-Hughes, Nancy (1997) "Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown." In <i>Understanding and Applying Medical Anthropology</i>, Peter J. Brown (ed). Mountain View, Ca: Mayfield Publishing, pp. 375-387. o Daly, Martin and Margo Wilson (1982) "Homicide and Kinship" <i>American Anthropologist</i> 84(2):372-378.
Week 3	
M 11-12	<p>Violence and Identity II Interpersonal Violence (articles 20-24)</p> <ul style="list-style-type: none"> o Hautzinger, Sarah J. (2007) "Paths to a Woman's Police Station." In <i>Violence in the City of Women: Police and Batterers in Bahia Brazil</i>. Berkeley: University of California Press, pp. 136-181. o Torres-Rouff, Christina and Maria Antonietta Costa Junqueira (2006) "Interpersonal Violence in Prehistoric San Pedro de Atacama, Chile: Behavioral Implications of Environmental Stress" <i>American Journal of Physical Anthropology</i> 130:60-70. o Russell, Caskey (2002) "Language, Violence and Indian Mis-education" <i>American Indian Culture and Research Journal</i> 26(4):97-112. o Zollikofer, Christophe PE, Marcia S Ponce de Léon, Bernard Vandermeersch, and Francois Lévêque (2002) "Evidence for interpersonal violence in the St. Césaire Neanderthal" <i>Proceedings of the National Academy of Science</i> 99(9):6444-6448. o Thornhill, Randy and Craig T. Palmer (2000) "Why Men Rape" <i>The Sciences</i> 40:30-36.
T 11-13	<p>Violence and Identity III Colonialism and contact Guest: Dr. Rich Wilshusen (Visiting Assistant Professor) (articles 25-27)</p> <ul style="list-style-type: none"> o Ferguson, R. Brian (1992) "A Savage Encounter: Western Contact and the Yanomami War Complex." In <i>War in the Tribal Zone</i>, R. Brian Ferguson and Neil Whitehead (eds). Santa Fe: SAR Press, pp. 199-227. o Read, Dwight W. and Steven A. LeBlanc (2003) "Population Growth, Carrying Capacity, and Conflict" <i>Current Anthropology</i> 44(1):59-85. o Mann, Charles C. (2001) Scientific Community: Anthropological Warfare. <i>Science</i> 291(5503):416-421.
W 11-14	<p>The Role of Violence in the Rise of the State (articles 28-31)</p> <ul style="list-style-type: none"> o Swenson, Edward R. (2003) "Cities of Violence: Sacrifice, power, and urbanization in the Andes." <i>Journal of Social Archaeology</i> 3(2):256-296. o Carneiro, Robert (1970) "A Theory of the Origin of the State" <i>Science</i> 169(3497):733-738. o Underhill, Anne P. (2006) "Warfare and the development of states in China." In <i>The Archaeology of Warfare</i>, Elizabeth Arkush and Mark W. Allen (eds),

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Comment: Also, something to focus on because of length? This is a pretty heavy day but I don't see a lot to cut and at least it's Monday.

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Comment: yeah, long but hopefully easy to skim parts and pull out main points

	Gainesville: University Press of Florida, pp. 253-285.
R 11-15	No Class Workday
F 11-16 9:30-12:00 am Class	<p>Torture, Terror, and Totalitarianism (articles 32-35)</p> <ul style="list-style-type: none"> o Farmer, Paul (1997) "On Suffering and Structural Violence: A View From Below", in <i>Social Suffering</i>, Arthur Kleinman, Veena Das, and Margaret Lock (eds). Berkeley: University of California Press, pp. 261-283. o Daniel, E. Valentine (1996) "Embodied Terror" in <i>Charred Lullabies: Chapters in an Anthropography of Violence</i>. Princeton: Princeton University Press, pp. 135-153. o Linke, Uli (1998) "Fantasizing Violence" <i>City And Society, Annual Review 1997</i>, pp. 135-58. o Eckert, Julia (2005) "Death and the Nation: State Killing in India," In <i>The Cultural Lives of Capital Punishment</i>, Austin Sarat and Christian Boulanger, (eds). Stanford: Stanford University Press, pp. 196-218. <p>Interview Assignment Progress Report with Rough Outline for your Analysis Due in Class</p>
Week 4	
M 11-19	<p>War and Genocide (articles 36-41)</p> <ul style="list-style-type: none"> o Ondaatje, Michael (2000) <i>Anil's Ghost</i>, NY: Knopf, selections: pp. xv-xvi, 13-18, 41-43, 54-56. o Maples, William R. (1994) "Lost Legions." In <i>Dead Men Do Tell Tales</i>, New York: Doubleday, pp. 187-206. o Nordstrom, Carolyn (1997) "Ethnography of a Warzone." In <i>A Different Kind of War Story</i>, Philadelphia: University of Pennsylvania Press, pp. 75-110. o Allen, Mark and Elizabeth Arkush (2006) "Introduction: Archaeology and the Study of War." In <i>The Archaeology of Warfare</i>, Elizabeth Arkush and Mark Allen (eds), Gainesville: University Press of Florida, selections: pp. 1-9, 12-19. o Thorpe IJN (2003) "Anthropology, archaeology, and the origin of warfare." <i>World Archaeology</i>, 35(1):145-165.
T 11-20	<p>Peacemaking Guest: Dr. Bruce Coriell (Chaplain & Professor, Religion) (articles 42-45)</p> <ul style="list-style-type: none"> o Kano, Takoyashi (1998) "The Bonobos' Peaceable Kingdom." In <i>The Primate Anthology</i>, New Jersey: Prentice Hall, pp. 28-35. o Nordstrom, Carol (1998) "Terror-Warfare and the Medicines of Peace." <i>Medical Anthropology Quarterly</i> 11(2):1-19. o Nordstrom, Carol (2004) "Peace" and "The Problems with Peace," In <i>Shadows of War</i>. Berkeley: University of California Press, pp. 175-203. o Boulding, Elise (2000) "A Possible Future." In <i>Cultures of Peace</i>. Syracuse: Syracuse University Press, pp. 257-273.
W	No Class

* all readings must be completed **BEFORE** class on the day for which they are assigned.

Description of Assignments

Co-facilitating

Over the course of the block, each student is responsible (most likely together with another student or two) for co-facilitating discussion on one class day. These will be assigned in advance. This means that you should write **two (2)**, detailed and broadly discussable questions to contribute to **class**. The questions should be emailed to Sarah and Christina by 11 am on the class day (7 am on Fridays). During the class period you will help structure discussion and pose your proposed questions together with helping to follow up questions and lead the discussion down interesting pathways.

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Assignment 1

Debate on the Four Fields

The class will be divided into six groups that will debate in pairs. You and your fellow group of debaters are colleagues in the fictional Anthropology Department of _____. You should create a name for your College or University and describe its composition (e.g. liberal arts college with only 2 subfields and 4 faculty members, large research university with 65 faculty representing all 4 subfields). You are considering a major structural change in the department, one related to the always-lively four-field family relations in American Anthropology that we've been reading about in class. We will assign your position and you must create and support a proposal for this structural change. There will be three separate debates.

The available options are:

- Schism: moving from a united 4-field (or 3, or 2-field) program to two autonomous departments focused on different kinds of anthropology;
- Unification: meshing two distinct programs under your single anthropology department.
- **Elimination**: moving from a curriculum offering 4-field (or 3, or 2-field) courses and training to focus more on just 3 fields (or 2, or 1).
- Expansion: adding a new field to the curriculum within one department;
- Restructuring: reorganizing your department in a way that crosses subfields (e.g. thematic)

Regardless of which option you are assigned, we strongly recommend you base some of your debate "talking points" on real-life cases of departmental alterations, such as those discussed in our text, *Unwrapping the Sacred Bundle*, the Borofsky article, and **actual cases that you research** (especially through *Anthropology News*, which is available on the AnthroSource database).

There is a constraint, however, times are hard at your institution, so none of the proposed changes can involve any addition (or subtraction) to the number of faculty, courses, or (if

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Comment: Elimination/Redistribution, as in Silverstein (in S&Y 2005:47)? Easier for students to envision?

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Comment: I don't have the text with me at home. I think elimination is pretty clear myself, but don't know what type of redistribution you're implying. In my mind redistribution is more along the lines of the restructuring option.

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Comment: Redistribution there is like Arch going to history, soc-cult. to sociology, bio'l to bio....

relevant) graduate students you have around. However, you can work with up to 25% of your current faculty retiring over the next 5 years allowing you to make some decisions about what kind of anthropologists you want when you make new hires.

Debating Goals:

- Provide the basic arguments for your position
- Provide selective evidence and examples supporting your position;
- Anticipate counterarguments for your position, and be prepared to address them;
- Most importantly, try to convey why your question is controversial, what's at stake, and (therefore) why we should care.

Debate Format:

You will also have a scoring sheet for participating in judging other group's debates. We will also take your participation in the discussion following each debate into account when calculating your course participation grade.

Presentation of each department and institution	2 minutes
1 st Proposition Speakers ("Yes"):	3 minutes
1 st Oppositions Speakers ("No"):	3 minutes
2 nd Proposition Speakers:	3 minutes
2 nd Oppositions Speakers:	3 minutes
Opposition Rebuttal:	1 minute
Proposition Rebuttal:	1 minute

(16 minutes total; followed by 10 or so minutes of discussion)

You have the option to incorporate props or visual aids. Please give us plenty of warning if you'd like any audio-visual equipment and we will do our best to make it available. These can make the exercise more engaging and entertaining, and help demonstrate points you're making. At the same time, they can detract from the focus and substance of your debating; if you feel it's taking away, you may do better to go with straight, simple debating.

Assignment 2

Thought Piece on the Four Fields in Your Research

This is a reflexive assignment: your own work as an undergraduate anthropologist is the beginning focus. Please select a piece of your in-depth research (most of you will likely choose your senior papers, but any major research paper/project could also work well). In a 2 to 4 page essay, consider the following questions:

- What makes this work anthropological? How might its framing differ from research on a similar question were it undertaken by a major in sociology, political science, biology, literature, communications (and so on – you know what disciplines it is closest to)?
- Does your research fall squarely within one subfield in anthropology, mostly within one but with touchstones in others, or fully integrative of two or more subfields? How? Even if it doesn't actively integrate material from other subdisciplines in anthropology, does your broad training and background in any way shape your approach?

- Now, here's the creative part of the assignment: were you to totally rethink this research in such a way that it was imperative to incorporate material (evidence, theory) from other subfields, where would you turn? **Some research is in order here; please read around a bit on your subject (abstracts, selected passages), compile citations in an attached bibliography, and attempt to summarize what these materials might contribute. It is fine if the latter is speculative.**
- How did your imagined research "come out"? Is it still pursuing the same questions, or has it shifted course, or become altogether unrecognizable? Weigh the merits, or lack thereof, in this hypothetical shift in emphasis.

Assignment 3 Violent Encounter Interview

Interview someone about an experience involving violent human interaction that they've undergone or witnessed; the interaction qualifies as violent if your interview subject (or, à la Riches' triangle, other hypothetical witnesses, including yourself) categorizes it as violent. Seek out a fulsome description of the event. You should attempt to elicit:

- Prelude to and current context for the event. What lead up to it? What dynamics, personalities, social-location factors (gender, class, ethnicity, race – in short, culture), values, political or social forces, and so on are at play?
- In what way does the person understand the event as violent? Does this conform easily with Riches' triangle?
- What are the bodily effects of this violence?
- How does this violence manifest in language?
- What record has been left of this violence, and/or your interviewee's perspective on it? Are these records "objective fact," or more toward subjective representations?
- What does your subject see as the causes of this violence? Are there layers of causality, i.e. primary, proximate, etc.?
- Is this act of violence viewed as inevitable or preventable?

You will be required to provide a progress report on this during week 3 of the block, including details about your **completed** interview and a rough outline for the means by which you will analyze it. Your 4 to 6 page **final** write-up should draw selectively from your interview notes or transcripts, paraphrasing and quoting your subject as desired, and focus on your own analysis with reference to the different schools of thought we have studied throughout the course (i.e. Adaptationist, Cognitive/Constructivist, Materialist, Universalist/Human Rights). How relevant or useful is each perspective in helping explain or understand the violent encounter, and why?

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Comment: Should this be more 1 or 2 schools as opposed to all 4?

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Comment: I also thought we could let them choose two. But, we could ask them to consider all 4, if only just briefly enough to say why not as useful or relevant, then focus on 1 or 2 for trying to apply more to their interview analysis?