

ANT 3930: Bioarchaeology of Violence

Spring 2014

Tuesday 10:40 to 11:30

Thursday 9:35 to 11:30



Instructor

Ellen Lofaro elofaro@ufl.edu

Office Hours: Tuesday from 11:30 to noon and 1-2pm; and by appointment

Office: Turlington B333

Course Description

This course is intended to provide an in-depth look at violence in the past using bioarchaeological methods. It will also cover archaeological ethics, NAGPRA (North American Graves Protection and Repatriation Act), and discussions of who, if anyone, owns human remains and who gets to decide their fate. Interpersonal violence is prevalent throughout the history of humankind, and bioarchaeological methods provide a direct method to document and explore past violence. Such evidence can confirm or disagree with literary or ethnohistorical data, giving a broader view of the past. Topics covered will range from modern examples like the excavations at the Florida Dozier Boys' School to high altitude Incan child sacrifices to ancient bog bodies, all aimed at documenting violence and warfare and exploring relationships within them.

Required Course Materials

Articles available through Sakai (<http://lss.at.ufl.edu>)

No textbooks.



Supplementary Materials

Although not part of the required reading for this course, the following works may help provide further explanatory material as well a greater context and background for the assigned readings.

Larsen, Clark S. 2000. *Skeletons in our Closets*. Princeton: Princeton University Press.
A good starting point.

Larsen, Clark S. 1997. *Bioarchaeology: Interpreting Behavior from the Human Skeleton*. Cambridge: Cambridge University Press.

More advanced with lots of case studies. I recommend the Introduction and Chapter 4: Injury and Violent Death.

Grading

Exams: There will be three exams based on material presented in class (lecture, films and guest presentations, if any) and assigned readings. Each exam is worth 60 points and will cover all topics from the assigned unit. Exams will consist of a combination of multiple choice, true/false questions and two short answer questions. These exams will be administered through Sakai (<http://www.lss.at.ufl.edu>).

The exams will be available from 8am to 5pm on the due date. There will be no lecture during these days. The student is responsible for taking advantage of the 50 minutes available to complete their exam and any other material from the class. The exam dates are not negotiable. Make-up exams are granted only under extreme and documented circumstances. In the case of an unexpected situation, the student is responsible for letting the instructor know within 24 hours after the quiz period is over.

In-class pop quizzes

The student is responsible for taking all 8 pop quizzes, which will be administered in class. The specific dates of these quizzes, worth 5 points each, will be determined by the instructor. Their purpose is to assess comprehension of the material and attendance. Failure to take all pop quizzes due to unexcused absences will result in an additional loss of 10% of the final course grade.

Final Project

Individual or Group A/V Project (no more than 5 students per group): the student will make an audiovisual project on any of the topics covered in class. The project length will depend on the topic, format, and number of group members. The project must be copied on a CD, DVD or flashdrive and turned in to the instructor by the start of class on **APRIL 15th**. Although only one copy of the audiovisual project is required, each group

member must fill out a peer evaluation form provided at the end of this syllabus that will detail the role and rate the effort of each group member. **It is the students' responsibility to form groups. They must contact the instructor BEFORE the preliminary project description is due (Feb. 5th) if they are not able to join a group.**

Every student must turn in an individual one page preliminary description of their project on February 5th through Sakai.

A/V Meeting—March 27th

Every student is required to email three questions or concerns with their project by 6pm on Wednesday, March 26th. On Thursday, March 27th, class will be spent discussing projects. For this activity, every student (or groups) should bring the necessary materials to meet with their group and instructor and discuss any issues encountered. The instructor will take the opportunity to help and comment on the A/V projects. If you will be missing class and have documentation, you **MUST** provide it within 24 hours of the meeting and meet during office hours with the instructor.

Grades

Final grades are based on points accumulated during the semester. Points will be earned as follows:

Exam 1	(1 x 50 pts)	50 pts	16.6%	(January 30)
Exams 2 & 3	(2 x 65 pts)	130	33.2%	(Feb. 27 & April 17)
Pop Quizzes	(8 x 5)	40	13.3%	(unannounced)
Preliminary Project	(1 x 10)	10	3.3%	(February 5)
A/V Meeting	(1 x 10)	10	3.3%	(March 26 & 27)
Peer Evaluation	(1 x 10)	10	3.3%	(April 15)
Final Project	(1x 50)	50	16.6%	(April 15)
Total:		300 pts	100%	

Standard UF Grading Scale

A 93-100%	B+ 88-89%	C+ 78-79%	D+ 68-69%
A- 90-92%	B 82-87%	C 72-77%	D 62-67%
	B- 80-81%	C- 70-71%	D- 60-61%

Please note that minus grades are calculated into your GPA according to the Registrar's formula:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Extra Credit

A total of 8 extra credit points will be awarded if the student:

(1) (5 points) turns in any one of the opportunities that becomes available as the semester progresses. Other opportunities, such as extracurricular activities related to class, should be discussed with the instructor.

(2) (3 points) writes a one page review (summary and how it relates to class topics) of one of the movies presented throughout the semester. The review is due one week after the movie.

Academic Honesty and Integrity

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

All students must comply to the University of Florida's Student Honor Code:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(1) All students are required to abide by the Student Honor Code.

(2) The conduct set forth hereinafter constitutes a violation of the Student Conduct Code. Those adjudged to have committed such conduct shall be subject to the sanctions provided in Rule 6C1-4.016, F.A.C.

Cheating that is established and admitted by a student on any exam will result in zero points for that exam. Cheating on an assignment will result in a zero for that assignment. If cheating is not admitted, students will be referred to student judicial affairs. All plagiarism will be reported to student judicial affairs.

Here are three websites that explain plagiarism. I encourage you to look at all of them:

<http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html>

<http://www.dso.ufl.edu/sccr/procedures/honorviolations.php>

A 30 minute video, titled 'Citing Sources and Avoiding Plagiarism', at the bottom of the webpage - <https://teachingcenter.ufl.edu/video.html>

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation **within the first two weeks of class** to the Instructor when requesting accommodation. If an issue arises after the second week, the student must meet with the Instructor as soon as possible. The Disability Resource Center is located in Reid Hall, Room 001. For more information, please refer to the following link: <http://www.dso.ufl.edu/drc/>

E-learning – Sakai

<https://lss.at.ufl.edu/>

All important materials can be viewed here, including the syllabus, guidelines, and other useful documents. It is through here that the student will submit an electronic copy of their final project, other assignments, extra credit, etc as well as take the three exams.



Attendance

Although attendance is not strictly required, it is strongly encouraged through examinations such as quizzes and exams.

Classroom Behavior

The use of laptops is allowed for class purposes only (taking notes and following the power point slides). However, the use of laptop computers for email, facebook, and other non-course related activities is not acceptable in this course. Classroom disruptions will not be tolerated. If a student is talking, listening to an MP3 player, texting on a cell phone, or being disruptive in any other way, the student will be asked to leave. All cell phones MUST be turned off or silenced during the lecture.

UF Counseling Services

If an issue arises during the semester, please take advantage of the following services. If it might affect your class performance, let me know as soon as possible so I can work with you.

University Counseling Center. 301 Peabody Hall, 392-1575, personal and career counseling

Student Mental Health. Student Health Care Center, 392-1171, personal counseling

Sexual Assault Recovery Services (SARS). Student Health Care Center, 392-1161, sexual assault counseling

Career Resource Center. Reitz Union, 392-1601, career development assistance and counseling

Other Information and Resources

UF Anthropology Department: <http://www.anthro.ufl.edu>

UF LIBRARY: <http://www.uflib.ufl.edu/instruct/neworient.html>

UF Grading System: <http://www.isis.ufl.edu/minusgrades.html>

UF Academic Honesty Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

UF Disability Services: <http://www.dso.ufl.edu/drc/>

UF Counseling Services: www.consel.ufl.edu/cwc/counseling-services.aspx

UF's Reading & Writing Center: www.at.ufl.edu/rwcenter

Recording of Class and Public Sharing of Instructor Material

Taken from the San Jose State University policies.

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Course Schedule and Readings

The following course outline is tentative. We may spend more or less time on specific topics as class interest dictates, and some readings may change. Any changes will be posted on the syllabus and announced in class at least one week beforehand. Exams dates are not subject to change.

Week	Date	Topic	Readings—read by the start of the week assigned
1	Jan 6-10	Introduction to Bioarchaeology; Basic osteology and terms, NAGPRA	No readings assigned
2	Jan 13-17	Blunt force trauma & trepanation	Parker Pearson chapter Kennewick Man article
3	Jan 20-24	Sharp force trauma & Gunshot wounds	Davidson 2008
4	Jan 27-31	Jan 30: Exam 1 (no class) Little Bighorn; Historical Violence & Osteobiography	Murphy 2010
5	Feb 3-7	Feb 5: Prelim description of AV project due Medieval Warfare; Peruvian warfare	Robb 2001
6	Feb 10-14	Sacrifices, Bog Bodies, High Altitude offerings	Kanz 2005
7	Feb 17-21	Sacrifices, Cahokia Mound 72, Sutton Hoo, Sipan	Tung 2007
8	Feb 24-28	Feb 27: Exam 2 (no class) Sipan, the Southwest	Osterholtz 2012
9	Mar 3-7	Spring Break	No readings assigned
10	Mar 10-14	Cannibalism, Jamestown and Warí in Brazil	Marlar 2000
11	Mar 17-21	Violence in California Trophy taking	Andrushko 2009

12	Mar 24-28	Mar 26 at 6pm: AV questions due. Mar 27: A/V final projects meeting. Bring all necessary materials! Child abuse, violence against women	Martin 2010
13	Mar 31-Apr 4	Genocide and civil rights abuses, Rwanda, Peru, Cambodia	Ta'ala 2006
14	Apr 7-11	Individuals: Otzi, Lenin, Norse burials Infections from Trauma	Scheper-Hughes 2007
15	Apr 14-18	April 15: Final projects & Peer Evaluations due ; Exam review April 17: Exam 3 (no class)	No readings assigned; work on final project
16	Apr 21-25	April 22: last class--wrapping up. April 24: no class—Instructor at conference	No readings assigned

Important Dates!

Holidays

January 20th (Martin Luther King)

March 1-8 (Spring Break)

Final Project

Feb 5 (Preliminary description of Final Project due)

March 26 by 6pm (A/V questions due through Sakai)

March 27 (A/V meeting)

April 17 (Final Project & Peer Evaluations due)

Sakai Exams (8am to 5pm)

Exam 1 – January 31 (no class)

Exam 2 – February 27 (no class)

Exam 3 – April 17 (no class)

Bibliography

Andrushko, Valerie et al. 2010. Trophy-taking and dismemberment as warfare strategies in prehistoric central California. *American Journal of Physical Anthropology* 141: 83-96.

Davidson, James M. 2008. Identity and violent death: Contextualizing lethal gun violence within the African American community of Dallas, TX (1900-1907). *Journal of Social Archaeology* 8: 320-354.

Kanz, Fabian and Karl Grossschmidt. 2006. Head injuries of Roman gladiators. *Forensic Science International* 160: 207-216.

Marlar, Richard et al. 2000. Biochemical evidence of cannibalism at a prehistoric Puebloan site in southwestern Colorado. *Nature* 407: 74-78

Martin, Debra et al. 2010. Beaten Down and Worked to the Bone: Bioarchaeological Investigations of Women and Violence in the Ancient Southwest. *Landscapes of Violence* 1:1, Article 3.

Murphy, Melissa S. et al. 2010. Violence and weapon-related trauma at Puruchuco-Huaquerones, Peru. *American Journal of Physical Anthropology* 142: 636-649.

Osterholtz, Anna. 2012. The social role of hobbling and torture: Violence in the prehistoric Southwest. *International Journal of Paleopathology* 2: 148-155.

Parker Pearson, Michael. 1999. "Chapter One: Learning from the Dead." In: *The Archaeology of Death and Burial*. College Station: Texas A&M University Press.

Robb, John et al. 2001. Social "status" and biological "status": A comparison of grave goods and skeletal indicators from Pontecagnano. *American Journal of Physical Anthropology* 115: 213-222.

Scheper-Hughes, Nancy. 2007. The Tyranny of the Gift: Sacrificial Violence in Living Donor Transplants. *American Journal of Transplantation* 7: 507-511.

Ta'ala, Sabrina et al. 2006. Blunt force cranial trauma in the Cambodian Killing Fields. *Journal of Forensic Sciences* 51(5):996-1001.

Tung, Tiffany. 2007. Trauma and violence in the Wari empire of the Peruvian Andes: Warfare, raids, and ritual fights. *American Journal of Physical Anthropology* 133: 941-956.

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Final Project Peer Evaluation
PRINT AND SUBMIT THIS FORM THE DAY THE FINAL PROJECT IS DUE

Topic presented: _____

Your name: _____

In the space provided below, please list the names of your team members – including yourself – and write the number (next to the name) that BEST describes that committee member's contribution to the project, using the following scale. You may also include additional comments below.

By completing this form you agree that you:

(1) completed the form on your own. Orchestrating high reviews for each other will not benefit anyone except those that did not do much of the work;

and,

(2) are being honest. Accurate ratings will help differentiate the grades received in accordance with each person's contribution. Giving everyone the same rating is probably unrealistic and will not help reward the better performers for their efforts.

9-10 Full Participation. This individual was a true team player; she or he made significant content and prose contributions throughout the semester and was clearly committed to making the whole project a success.

7-8 Strong Selective Participation. This individual made a significant contribution to the project, BUT within a clearly defined scope. She or he limited her or his participation to a particular content or process role – and showed initiative in that area – but did not view the overall project as her or his responsibility (not a “team worker,” did not attend all meetings, etc.).

4-6 Selective Participation. This individual made a contribution to the project, but the contribution was rather narrow. Her or his work was of good quality, but of minimum quantity. (not a “team worker,” did not attend all meetings, etc.).

1-3 Very Limited Participation. This individual made a minimal contribution to the project; her or his work was not of good quality, and was of minimum quantity (not a “team worker,” did not attend all meetings, etc.).

0 No Participation. This individual made no contribution to the project

Team Member Evaluations

1. Your Name: _____
Comments:

Rating: _____

2. _____
Comments:

Rating: _____

3. _____
Comments:

Rating: _____

4. _____
Comments:

Rating: _____

5. _____
Comments:

Rating: _____

Example Rubric

Item	Description	Points	Points Obtained
Format	Appropriate A/V format, appropriate length, avoid using large blocks of text	6	
Content / Structure	<p>Organization, transitions and the like (5 points)</p> <p>Has some form of structure and coherent sequence (5 points)</p> <p>Engage in topics discussed in class. Critically discuss them or present examples in favor of or against the topic selected (20 points)</p>	30	
Clarity	Clear video, images and sounds	6	
Peer Evaluation	An average will be calculated on the scores given to each group member. Dependent on this average, comments, and any other situation that arises and the instructor is aware of, up to 10 points (20% of the projects final grade) will be taken off. In extreme cases of non cooperation, the student is subject to receive a zero for the overall project grade.	8	
General Comments			
Total		50	

*If you decide to work individually you must contact your instructor **BEFORE** the preliminary project description is due (February 5th). Except for extreme circumstances, no other individual projects will be accepted. After meeting in person to discuss the situation a new rubric will be drafted and agreed upon.

Examples:

- PowerPoint presentations (no need for an oral presentation)
- Short movies
- Posters
- Games (Cards against Osteology, etc)

- Music
- Scrapbooks

Be creative! You are responsible in presenting the material in an educational but entertaining way.

Image credits (in order of appearance)

www.awayfromthecrowd.com/html/reference/aftcreference.html

http://www.evoluent.com/regular_mouse_in_skeleton.png

SuperStock.com image #1296-102

With thanks to Sue Sheridan and her amazing collection of skeleton images.