

**ANTHRO 125 / PEACE STUDIES 125 THE ANTHROPOLOGY OF WAR**  
Winter Semester 2004, TR 12:30-1:45 pm, Location: GCB 105

Instructor: Dr. Reed Wadley Office: 210 Swallow Hall  
Office hours: MW 11:00 am-1:00 pm or by appointment  
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Course Description: This course is an exploration of anthropological approaches to war with an emphasis on non-Western societies. We will examine the actual practice of war, theoretical positions on the interrelationship between war and society, and evidence and debates about the origins of war. In addition, we will deal with war in relation to ecology, kinship, economy, gender relations, value and belief systems, and politics; how indigenous warfare has been transformed historically by the expansion of European and other states; explanations and case studies of contemporary violence around the world; and the waging of peace.

Books: Constant Battles (Steven LeBlanc)  
Demonic Males (Richard Wrangham and Dale Peterson)  
Yanomamo, 5<sup>th</sup> edition (Napoleon Chagnon)  
Friend by Day, Enemy by Night (Lincoln Keiser)

Course Requirements

A. Attendance. You are expected to attend all scheduled class sessions. Excessive tardiness and absences will be referred to the Dean of Arts and Sciences, and you may be dropped from the course as a result.

B. Assigned Readings. You should read the assigned materials before the day they are scheduled so that you will be able to contribute to discussions, ask informed questions, and know what we are talking about on that day. But you will not be able to “get by” if you do only the readings and attend class irregularly. Both are necessary (but not sufficient) to do well.

C. “One-Minute Essays”. For each assigned chapter in the readings, you will answer three questions: (1) What is one of the main points or themes in this reading? (2) What is the most significant thing I learned from this reading? and (3) What question does the reading leave me with? The first two parts should be between two and four sentences, and the third, a sentence or two. They may either be typed, or hand-written but legible. I will return illegible “one-minute essays” without grading.

These will provide us with fodder for discussion and are due on the day of the assigned reading. Late “essays” will receive only half-credit if turned in within one week of the due date; otherwise, they are subject to the same policy as exams (see below).

D. Exams. There will be three in-class exams. These will be a combination of multiple choice, short answer, and short essay covering lectures, readings, and films.

*Exam policy.* Early exams can be arranged if you have a legitimate reason for missing an exam AND if you schedule it with the instructor well in advance. Late exams will be given ONLY if you have a very good and verifiable reason for missing one (such as a sudden death in the family, jury duty, serious illness with a doctor's letter, etc.). No exceptions will be made. Missed exams that are not excused will be treating as failing.

Grades: The three exams count for 80% of your course grade (i.e., ~26% each), and the "one-minute essays," 20% (total: ~30 assigned readings).



### Americans with Disabilities Act (ADA)

Students who have special conditions as addressed by the ADA and who need any test or course materials furnished in an alternative format should notify the instructor immediately. Reasonable efforts will be made to accommodate any such needs. Students who request formal accommodation must register with the Access Office, A048 Brady Commons (882-4696) or look at <http://ada.missouri.edu>.

### Academic Honesty

You are expected to observe the University's standards for academic behavior. Any student suspected of academic dishonesty, such as plagiarism on writing assignments or cheating on exams, will be reported to the Provost's office. Refer to the *Collected Rules and Regulations*, Section 200.010, Standard of Conduct, and Section 200.020, Rules of Procedures in Student Conduct Matters for more specific details:

<http://www.system.missouri.edu/uminfo/rules/programs/200010.htm>

<http://www.system.missouri.edu/uminfo/rules/programs/200020.htm>

### Verbal Proficiency

If you have a concern regarding the instructor's verbal communication proficiency, please contact the Undergraduate Studies Director of the Anthropology Department (107 Swallow Hall).

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Reading & Exam Schedule:

Jan	20	Introduction
	22	LeBlanc (Prologue & Ch. 1)
	27	LeBlanc (Ch. 2)
	29	LeBlanc (Ch. 3)
Feb	3	LeBlanc (Ch. 4)
	5	LeBlanc (Ch. 5)
	10	LeBlanc (Ch. 6)
	12	LeBlanc (Ch. 7)
	17	LeBlanc (Ch. 8) // review
	19	<u>EXAM ONE</u>
	24	Wrangham (Ch. 1)
	26	Wrangham (Ch. 2 & 3)
Mar	2	Wrangham (Ch. 4)
	4	Wrangham (Ch. 6)
	9	Wrangham (Ch. 7)
	11	Wrangham (Ch. 8 & 9)
	16	Wrangham (Ch. 10 & 11) // review
	18	<u>EXAM TWO</u>
	23	<i>Spring Break</i>
	25	<i>Spring Break</i>
	30	Chagnon (Prologue & Ch. 1)
Apr	1	Chagnon (Ch. 2)
	6	Chagnon (Ch. 4)
	8	Chagnon (Ch. 5)
	13	Chagnon (Ch. 6)
	15	Chagnon (Ch. 7)
	20	Keiser (Ch. 1 & 2)
	22	Keiser (Ch. 3)
	27	Keiser (Ch. 4)
	29	Keiser (Ch. 5)
May	4	Keiser (Ch. 6)
	6	Keiser (Ch. 7 & 8) // review
	11	<u>EXAM THREE</u> (8:00-10:00 am)

My Scale for Evaluating All Writing Assignments:

- A**
- Exceptional
  - Interesting or unusual; demonstrates sophistication of thought
  - Clear, complex, and well-developed main argument and supporting points
  - Clear, logical organization and structure
  - Critically examined sources
  - Free of grammatical and spelling errors

- B**
- Solid and fulfills the assignment
  - Clear argument but with minor lapses in development
  - Touches on argument's complexity; shows careful reading of sources
  - Logical progression of ideas, but not all evidence considered
  - A few grammatical problems but does not hamper reading

- C**
- Adequate but less effective in meeting the assignment
  - Central idea in general terms; basic comprehension of sources
  - Difficult to find logical structure
  - Over-reliance on generalizations or unrelated examples
  - Awkward or confusing sentences, difficult reading

- D**
- No clear argument or does not meet the assignment
  - Too vague or obvious argument; little complexity in ideas
  - Difficult-to-follow structure
  - Insufficient evidence

- F**
- Does not meet the assignment
  - No central argument
  - Does not use sources
  - Little apparent organization
  - No or irrelevant supporting evidence

(Adapted from Curzan and Damour [2000] First Day to Final Grade. Ann Arbor: University of Michigan Press.)