

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

Anthropological Sciences

ASM 310

Fall 2023

I. Course Overview

Course Meetings: TTh 12-1:15 pm Tempe ED 204

Instructor: Sarah Mathew

Office: WCPH 192A

Contact Info: sarah.mathew@asu.edu

Office Hours: Wed 2-3 pm, and by appointment, and after class

Course Description:

The course will examine the evolutionary foundations of conflict and cooperation using theories and evidence spanning humans and other animals. We will critically discuss whether warfare is part of human nature or not, and tackle the question from various perspectives. We will examine how cooperation evolved in humans, and study how the various mechanisms of cooperation -- nepotism, reciprocity, reputation, and norm enforcement -- influence the nature of human warfare. We will see how humans being a cultural species impacts the motives for warfare, and influences who is included or excluded from our moral sphere. Finally, we will look at combat-induced Post Traumatic Stress Disorder and Moral Injury, and see how it can be understood by applying insights on human warfare learned in this class.

Course Goals:

- Demonstrate to students the how evolution has shaped human warfare and cooperation
- Inform students about key debates regarding the roots of human violence.
- Enable students to gain competency in reading the primary literature

- Make students aware of ethical issues that could arise when applying evolutionary perspectives to explain human warfare.
- Encourage students to consider how an evolutionary understanding of warfare can be used to solve current problems arising from conflict

Learning Outcomes:

Upon successful completion of the course:

1. Students will have demonstrated their knowledge of evolutionary explanations of human warfare
2. Students can discuss experimental findings and field studies that have paved the way towards our current understanding of human warfare from an evolutionary perspective.
3. Students will be able to critically evaluate original research articles utilizing evolutionary theory to explain human warfare.
4. Students will be able to recognize and differentiate simplistic or pseudo evolutionary explanations from rigorous, scientifically backed evolutionary explanations for human violence
5. Students will practice how to ethically apply evolutionary perspectives on human behavior to help address current societal issues.

Pre-requisites/Co-requisites/Anti-requisites:

Prerequisite(s): Anthropology BS major; Two of the following: ASB 102, 222 or 223, AML 100 or ASM 104 with a C or better

Required Course Texts/ Readings:

There is no assigned textbook for this course. Students will read the papers posted on the course canvas site as per the schedule posted below.

Course Format:

Class will be a combination discussions and class activities that focus on the readings. For class activities, discussion of readings, and class presentations you may be divided into groups and asked to work together in teams.

II. Schedule of Readings, Lectures and Assignments

Schedule is tentative and subject to change. Assigned readings and links will be posted on Canvas. Additional video links, and popular science articles or media coverage may also be posted on Canvas in association with these articles, to complement the reading assignments below.

Lecture date	Lecture topic	Sample Reading assignment (full reading for each week is posted on course Canvas page under “Modules” tab)
Aug 22 Thurs	Course Introduction	
	PART 1: IS WAR ROOTED IN HUMAN NATURE?	
Aug 27 Tues	Is war rooted in human nature? A cross-species comparative approach	<ul style="list-style-type: none"> • Pagel 2016 Lethal violence deep in the human lineage • Gomez 2016 The phylogenetic roots of human lethal violence, <i>Nature</i>
Aug 29	Is war rooted in human nature? The view from our closest living relatives	<ul style="list-style-type: none"> • Wilson et al. 2001. Chimps and the mathematics of battle. <i>Proceedings of the Royal Society, B</i>. • Wilson et al 2014 Lethal aggression in Pan is better explained by adaptive strategies than human impacts, <i>Nature</i>
Sep 3	Is war rooted in human nature? An evolutionary anthropological view	<ul style="list-style-type: none"> • Wrangham and Glowacki, 2012, Intergroup aggression in chimpanzees and war in nomadic hunter-gatherers, <i>Human Nature</i> • Glowacki et al 2020 The evolutionary anthropology of war, <i>Journal of Economic Behavior and Organization</i>
Sep 5	Is war rooted in human nature? The view from warfare	<ul style="list-style-type: none"> • Fry and Soderberg, 2013, Lethal aggression in mobile forager

		<p>bands, and implications for the origins of war. <i>Science</i></p> <ul style="list-style-type: none"> Macfarlan 2014 Lethal coalitionary aggression and long-term alliance formation among Yanomamö men
Sep 10	Is war rooted in human nature? A gene-culture co-evolutionary view	<ul style="list-style-type: none"> Zefferman and Mathew, 2015, An evolutionary theory of large-scale warfare, <i>Evolutionary Anthropology</i> Moya and Henrich 2016 Culture–gene coevolutionary psychology: cultural learning, language, and ethnic psychology
Sep 12	Is war rooted in human nature? A historical view	<ul style="list-style-type: none"> Excerpt from “<i>The Better Angels of our Nature</i>” by Steven Pinker pp 189-234 Wiessner, Ceremonial Wars
<ul style="list-style-type: none"> PART II: THE COOPERATIVE ROOTS OF WARFARE 		
Sep 17	Evolutionary logic of violent conflict	<ul style="list-style-type: none"> Hanna Kokko, The evolutionary logic of violent conflict
Sep 19	The evolutionary logic of lethal coalitionary violent conflict	<ul style="list-style-type: none"> Chapter “The Source of War” in <i>The origins of virtue: human instincts and the evolution of cooperation</i> by Matt Ridley
Sep 24	The coevolution of cooperation and war	<ul style="list-style-type: none"> Bauer et al, 2013, War’s Enduring Effects on the Development of Egalitarian Motivations and In-group Biases, <i>Psychological Science</i> <p>Chapters 1 and 4 of “Ultrasociety: How 10,000 years of war made humans the greatest cooperators on earth”, by Peter Turchin</p>

Sep 26	Social bonds in warfare	<ul style="list-style-type: none"> • Whitehouse et al, 2014, Brothers in arms: Libyan revolutionaries bond like family. <i>Proceedings of the National Academy of Sciences</i> • Chapter 5 “POW Camp Survivors” in <i>Heroes and Cowards: The Social Face of War</i> by Dora L. Costa and Matthew E. Kahn
Oct 1	Reputation on and off the battlefield	<ul style="list-style-type: none"> • Chapter “The homecoming of heroes and cowards” in <i>Heroes and Cowards: The Social Face of War</i> by Dora L. Costa and Matthew E. Kahn • Mathew and Boyd 2014, The cost of cowardice: punitive sentiments towards free riders in Turkana raids, <i>Evolution and Human Behavior</i>
Oct 3	The evolution of peace	<ul style="list-style-type: none"> • Glowacki, L. The evolution of peace, <i>Behavior and Brain Sciences</i>, 2023 • Robinson and Barker, 2017; Inter-group cooperation in humans and other animals
Oct 8	MID-SEMESTER EVALUATION: Student led paper presentation– Part 1	
Oct 10	MIDSEMESTER EVALUATION Student led paper presentation– Part 2	
Oct 15	FALL BREAK NO CLASS	
	PART III: THE CULTURAL ROOTS OF VIOLENCE	
Oct 17	Deep cultural legacies driving contemporary violence	<ul style="list-style-type: none"> • Grosjean, Pauline, 2014, A history of violence: the culture of honor and homicide in the US south: <i>Journal of the European Economic Association</i> • Nicholas Buttrick and Jessica Mazon, 2022. Historical

		prevalence of slavery predicts contemporary American gun ownership. <i>PNAS Nexus</i> , 2022
Oct 22	Deep cultural legacies driving contemporary intergroup attitudes	<ul style="list-style-type: none"> • Homola et al, 2020, Legacies of the Third Reich: Concentration Camps and Out-group intolerance • Jha 2013, Tradde, Institutions and Ethnic Tolerance: Evidence from South Asia
Oct 24	Sacred values and warfare	<ul style="list-style-type: none"> • “<i>Talking to the enemy: Faith, Brotherhood, and the (Un)Making of Terrorists</i>” by Scott Atran pages 91-99, and 211-224, and chapter 21 • Henrich et al, 2019, War increases religiosity. <i>Nature Human Behavior</i>
Oct 29	Virtue, honor, and warfare	<ul style="list-style-type: none"> • Chapters 1 and 6 in <i>Virtuous Violence</i> by Alan Page Fiske and Tage Rai
Oct 31	Parochialism and morality	<ul style="list-style-type: none"> • Excerpt from “<i>Moral Tribes: Emotion, Reason, and the Gap between Us and Them</i>” by Joshua Greene, pages 19-69, and 97-102 • Graham et al 2009 Liberals and conservatives use different sets of moral foundations.
Nov 5	Groupishness, ethnic psychology, and essentialism	<ul style="list-style-type: none"> • Moya, 2022, What does it mean for humans to be groupish? • Moya 2013, Evolved priors for ethnolinguistic categorization: A case study from the Quechua–Aymara boundary in the Peruvian Altiplano

	PART IV: EVOLUTIONARY INSIGHTS ON COMBAT PTSD	
Nov 7	Combat PTSD	<ul style="list-style-type: none"> • Maguen et al, 2010, The impact of reported direct and indirect killing on mental health symptoms in Iraq war veterans. <i>Journal of Traumatic Stress</i> 23(1):86-90 • Zefferman and Mathew, 2021, Combat-stress in a small-scale society suggests divergent evolutionary roots for PTSD symptoms, <i>Proceedings of the National Academy of Sciences</i>
Nov 12	Moral Injury	<ul style="list-style-type: none"> • Zefferman and Mathew, 2020, An evolutionary theory of moral injury with insights from Turkana warriors, <i>Evolution and Human Behavior</i> • Chapter “War makes you an animal” from <i>Tribe: On Homecoming and Belonging</i> by S. Junger
Nov 14	Psychological aversion to killing	<ul style="list-style-type: none"> • Section 1 “Killing and the existence of resistance” in “<i>On Killing: the Psychological Cost of Learning to Kill in War and Society</i>” by D. Grossman • Straight, B. 2017. Uniquely Human: Cultural norms and private acts of mercy in the war zone. <i>American Anthropologist</i>
Nov 19	FINAL PROJECT STAGE 1: INITIAL IDEAS	
Nov 21	FINAL PROJECT Stage 2: DEVELOPMENT	
Nov 26	FINAL PROJECT Stage 3: FEEDBACK	
Dec 3	FINAL PROJECT: PRESENTATIONS	
Dec 5	FINAL PROJECT: PRESENTATIONS	
Finals week	Written report of final project	

III. Grades

Your overall score for the course will be based on the following:

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| • Class Participation | 40% |
| • Mid semester evaluation (student-led presentation) | 20% |
| • Final evaluation (project) | 40% |

Attendance and Participation

This course is heavily based on class discussion and listening to lectures. To achieve the learning outcomes of this course it is critical that you attend class. Each class meeting will count for 2 points (2% of your total grade). You are allowed two absences without it affecting your grade. Please provide documentation for medical or other absences that exceed the allowance for 2, or they will not count as an excused absence.

Students will need to participate in class discussions and in-class activities. Participation scores will also be based on these factors:

- a. Good classroom behavior, which includes:
 - i. arriving on time,
 - ii. being respectful of others,
 - iii. not engaging in disruptive behavior,
 - iv. complying with the course policy that cell phone/laptops/tablets not be used in class except for class-assigned tasks or note taking
- b. Being attentive in the classroom.
- c. Writing an in-class response to questions stemming from the reading
- d. Engaging in break-out group activities
- e. Contributing to classroom discussions by mobilizing content covered in lecture and in the assigned reading.

Final Grades

A	90-100	
A-	85-89.9	
B+	80-84.9	
B	75-79.9	
B-	70-74.9	
C+	65-69.9	
C	60-64.9	
D	50-59.9	
E	<50	Failure
XE		Failure due to Academic Dishonesty

Extra Credit

There are no extra credit opportunities assigned for this course.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

IV. Course Policies

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.htm>

Electronic Devices

Students are expected to bring hardcopies of the assigned readings to class, and take handwritten notes. If you anticipate facing challenges with this policy (such as difficulty printing or handwriting notes), you should discuss these with me at the start of the semester and I will make accommodations for you.

Office Hours

Office hours are a set time for you to discuss with me the course material, your progress in the course, and future plans. I am invested in each student's progress in the course and want each student to succeed in the future outside of the classroom. Office hours can be a time to talk about potential careers in anthropology, suggestions for how to make the course more inclusive, or asking questions about difficult course material.

It is understood that for some students their name and or gender marker on official documents does not match their gender identity. If the name on the course roster does not match your preferred/asserted name or if you have preferred pronouns, please contact me so I can address you properly.

Classroom Behavior

As a student in this class you are expected to comply with the following rules of classroom conduct:

- Arrive to class on time. Do not let your cell phone ring, or answer your cell phone while in class.
- Do not engage in behaviors that are disruptive to the learning experience of other students and yourself. This includes letting your cell phone ring/ping, answering your phone in class, reading a newspaper or book, browsing the web, or wearing headphones.
- Be respectful of your instructor and peers in the classroom.
- Be mindful that your words and comments do not intentionally or unintentionally create a hostile learning environment for other students because of their race, religion, gender and sexual identity, socioeconomic status, or political preferences.
- Using a laptop, tablet or cell phone is **not** permitted in class except for taking the quiz, or for specific class activities permitted by the instructor.

Email Communications

You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email contact the [help desk](#).

Requesting Letters of Recommendation:

If you would like me to write a recommendation letter for you based on your participation in this course, you will need to receive an A grade, participate actively in class discussions and group activities, and speak directly with me outside of class about your career and academic goals. I will only be able to summarize your academic performance in my class(es) and will not be able to speak to any factors that have not been accessed in class.

If I agree, you should send me with the following information consolidated into one email at least two weeks before the letter is due:

- Unofficial Transcript
- Resume or CV
- Any application materials that are pertinent (e.g. personal statement/statement of purpose; answers to application questions; scholarship/job description; a paragraph stating why you are applying for X if you don't have a personal statement/answers to application questions; etc.).
- The information of to whom and where the letter is to be sent (e.g. email address or if it needs to be sent via the USPS provide me with a stamped and addressed envelope).
- Clearly stated deadline of when the letter is due.

If I agree to write you a letter, you should also let me know the outcome of the application. This is important to me as I will want to know what is happening with you and to keep track of any positive outcomes. Lastly, you should check with me before putting my name down on any subsequent applications.

V. Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
<https://students.asu.edu/srr>

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. If you have any questions, please refer to *ACD-304-10 Course Syllabus* or contact P.F. Lengel or Jenny Smith in the CLAS Dean's Office at (480) 965-6506.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against

everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

VI. Student Resources

Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu>
- Counseling Services: <http://students.asu.edu/counseling>
- Diversity and Inclusion: <https://inclusion.asu.edu/resources>
- First-gen Student Resources: <https://fys.asu.edu/first-gen-coaching/resource>
- Veteran Student Resources: <https://veterans.asu.edu/student-services>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <https://cisa.asu.edu/majorexploration>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: <https://shesc.asu.edu/student-life/undergraduate-advising>. Our advisors are always willing to discuss career and guidance options with you.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) and [Drop/Add and Withdraw](#).