

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*  
**Cultural Anthropology**

**ANTH 209: Conflict and Reconciliation**

**CRN 274: 20 POINTS**

**TRIMESTER 1 2011**

Teaching dates: 28 February to 3 June 2011

Mid-trimester break: 18 April to 1 May 2011

Study week: 6–10 June 2011

**Names & Contact Details**

<b>Coordinator:</b>	Dr. Diane O'Rourke Murphy 1008	<i>phone:</i> 463-5264 (ext 5264) <i>e-mail:</i> diane.orourke@vuw.ac.nz
<b>Tutor:</b>	Ryan O'Byrne Murphy 1105	<i>e-mail:</i> ryan.obyrne@vuw.ac.nz

**Class Times & Locations**

<b>Lectures:</b>	Monday	4-5 pm	HU LT 119
	Wednesday	4-5 pm	HU LT 119
<b>Film Viewing:</b>	Wednesday [optional]	5-7:30pm	HU LT 119
<b>Workshops:</b>	One 50 minute workshop times tba in 1 <sup>st</sup> lecture (& see S-cubed)		

**Assessment:** 100% internal assessment

**Course Aims**

In this course we aim to reach an anthropological understanding of contemporary armed conflicts, particularly those which are frequently blamed on ethnicity or culture, and those termed genocide. The argument we will examine is that ethnicity is not the cause of these conflicts, but rather an idiom used to wage or dismiss conflicts—predominantly in the 'third world'—whose basis lies in economic and political structures.

**Learning Objectives:** On successfully completing this course you should:

1. understand approaches to conflict and its resolution used by anthropologists;
2. be able to use these concepts and methods to examine contemporary issues;
3. be able to understand and develop models of conflict & reconciliation situations;
4. have developed skills in critical reading, critical and creative thinking, clear oral and written communication, and formulation and support of arguments.

## Course Structure, Delivery and Assessment

### Assignments and Deadlines

Models Essay (1200-1500 wds)	30%	Mon 28 March	4pm, in Box, Murphy level 9
Research topic		approval form mandatory	no later than Wed 13 April
In class test	30%	Weds 1 June	in class, room tba
Research essay (c. 2000 wds)	40%	Fri 3 June	4pm, in Box, Murphy level 9

**Readings:** ANTH 209-2011 Course Notes are available from Student Notes, \$29.10

*All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March. Thereafter all undergraduate textbooks will be sold from vicbooks and student notes from vicbooks on Level 3 of the Student Union Building.*

*Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.*

*Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.*

**Course Content:** This course focuses on approaches anthropologists use to investigate the causes, conduct and resolution of contemporary conflicts. We will explore concepts and processes that inform events such as the disintegration of the former Yugoslavia, the 1994 massacres in Rwanda, and violence between Nuer and Dinka in Sudan. Then we will turn the processes of resolution from story-telling, rituals and traditional courts to truth and reconciliation commissions and formal tribunals.

We will consider conditions which lead to and perpetuate this type of conflict and the varied processes for its resolution, from story-telling, rituals, and traditional courts to truth and reconciliation commissions and formal tribunals. The study lets us use models and concepts such as identity and identity politics, state and civil society, nationalism, commoditization, discourse and world view, and consider a range of factors from economic inequality and political succession to symbolism and representation. In looking at both the violence and the resolutions, we will be able to consider the intersection of local and global elements. Colonialism and globalization will be considered as contexts, rather than as causes in themselves.

Rwanda and Bosnia will be our initial cases. Both occurred in the early 1990s, both were widely attributed to 'primordial' ethnic divisions, both resulted in genocide, and both have been followed by internal war crimes tribunals. International—and personal—responses to European Bosnia and African Rwanda differed, and looking at these differences will also tell us something about how identity and difference are constructed. Additional case studies will be drawn primarily from Africa to give some commonality in situational factors, and because that is where my own interests lie.

### **Course Delivery & Assessment:**

Lectures, readings and workshops cover different but related material and to get the full benefit of the course, a student needs to devote energy to all three on a regular basis. Assessment is based on a variety of tasks to allow consideration of different strengths and learning styles.

## Topic Outline:

Weeks are numbered consecutively (date in parentheses = Monday lecture).

Workshops are identified by their week number. The first workshop will be the Week 2 Workshop.

- Week 1 (28/2) Introduction: Culture, Civil War, & Genocide [no workshops]  
Week 2 (7/3) Models for Studying Civil Wars & Genocide  
Week 3 (14/3) Difference: Nation, Culture, Ethnicity  
Week 4 (21/3) Politics, Order, & Power: The State & Civil Society  
Week 5 (28/3) Economics, Inequality, & Bases of Conflict [no workshops]  
**Models essay due 4pm, Mon 28 March in Assignment Box, level 9 Murphy**
- Week 6 (4/4) Living in a War Zone  
Week 7 (11/4) Explaining Civil War: Back to the Blind Men & the Elephant  
**Topic approval by Wednesday 13 April, at the latest**

### *Mid-trimester break: 18 April to 1 May 2011*

- Week 8 (2/5) Displacement, Refugees, & Effects on Society  
Week 9 (9/5) Creating Peace  
Week 10 (16/5) Legal Resolutions: Harmony or Justice? Reconciliation or Retribution?  
Week 11 (23/5) Reconstructing a Way of Life  
Week 12 (30/5) Roles for Anthropology [no workshops]  
**In class test on Wednesday 1 June, during lecture**  
**Research essay due 4pm, Friday 3 June Assignment Box, level 9 Murphy**

**Workshops:** Participation in workshops is an essential part of this course because this is the best way to test your understanding of the readings and to learn to present your ideas and support your arguments clearly (Obj 4). Through co-operative exploration in workshops we will explore the relevance of the anthropological approaches to understanding conflict and resolutions (Obj 1, 2). We are using a workshop (vs tutorial) format this year to work in groups to identify models in our readings and construct our own models about conflict situations (Obj 3). Attendance at at least 6 of the 9 workshops is a requirement for passing ANTH 209. **Sign up for a workshop on S-cubed.**

**Weekly Study Guides** will be available on Blackboard. These will give requirements regarding readings, questions for discussion, suggestions for focus in doing the readings, and information on the week's film.

**Readings:** Jointly we will read a selection of articles and excerpts from books. Ideally readings should be completed by the Monday lecture of the relevant week. Please **read all required readings before your workshop** to let you ask for explanation where necessary, participate in the discussion, try out your ideas on the topic, and generally understand what the heck is going on. **Please bring course notes to workshop.** In doing the readings, you should attempt to identify the central goals, assumptions, and theoretical leanings of each author. You should also try to make relations and comparisons between readings, ethnographic contexts, and different theoretical approaches. You aren't expected to enter the class knowing how to do this and no one is expected to be right about their analysis every time. In most cases there is no single "right" answer. You are expected to try, and to improve your abilities throughout the course. Note that not all items in your Course notes are required—see the Weekly Study Guides for details.

**Essay 1: identifying models** For this assignment you are asked to work with articles to identify, analyse, and discuss the authors' models and present a claim based on your analysis in an essay of 1200-1500 words, (30 marks) (focus= Obj 3; Obj 1, 4). The articles to be used are contained in your course notes. A sheet with details, including which articles may be chosen for the analysis, will be distributed in the second week of class. We will practice aspects of analysing articles in our workshops. The essay is due Monday 28 March. It must be submitted in the Assignment Box on level 9 Murphy with a 209 Cover Sheet attached and all questions on that sheet answered in the affirmative. The essay must also be submitted via Turnitin (See 'Using Turnitin' under Administrative Matters). Short 'no questions asked' extensions are available from Ryan up to 4 pm on the day; for longer extensions see us before the day.) (See Administrative Matters, p 4.)

**Research Essay & topic approval:** For this assignment you are asked to select a topic related to this course to research in more depth. For this project you need to bring together models and ethnographic situations. It is an exercise in thinking critically and creatively (Obj 4) about putting academic knowledge to work in examining contemporary issues (Obj 2). Before beginning in-depth research you need to complete a Topic Approval Form and have it signed by your tutor (Ryan); the last date for doing this is Wednesday 13 April. Your research for this stage should include the reading/review of items in your Course Notes relevant to your topic, as well as additional sources from the library and internet. Next you are to demonstrate your understanding of your subject by formulating and writing up an argument about some aspect of it. This final argument may be comparative in nature or may use a single case to explore some aspect of the topic holistically and deeply. To do well in this assignment, you need to bring in all the course objectives. The essay should be approximately 2000 words long, well organised and properly documented; it is due by 4 pm Friday 3 June, in the SACS Assignment Box on Level 9 Murphy. Use the ANTH 209 Cover Sheet. It must also be submitted via Turnitin. An information sheet on this assignment will be provided. For extensions, contact Diane, as set out under Essay 1.

**Film Series:** There will be a film viewing session after the Wednesday lecture. In the past we have found these film series to be a great way to build a sense of as well as to gain a more holistic understanding of the situations and issues we studied. Attendance is optional and most of the items viewed will be available in the library AV section for individual use. A few AV items are required work and we will normally view at least the first part of these in the lecture period. The weekly study guides will point out which items are required viewing. While only those items will be covered directly on the test, other films will be useful in providing the examples necessary for strong answers.

**Final Test:** The test will be given in class on Wednesday 1 June (30 %) covering all assigned readings, material presented in lecture and workshop, and any required audio-visual materials. To do well you will need proficiency with both theory and ethnography and be able to relate the two. An information sheet will be provided and previous tests can be found on Blackboard. You must attend unless you have made a prior arrangement with me or can present a medical certificate. If you have two or more tests on this day, you may ask to take a make-up test instead.

## **Administrative Matters**

**Assignment Cover Sheet:** For both ANTH 209 essays you must use the ANTH 209 cover sheet (a copy is attached here and a printable version is available on Blackboard). Your essay will not be marked until you complete this cover sheet, answering all items in the affirmative. Do not use the generic SACS cover sheet.

### **Office hours:**

Diane: Monday 1:30-2:30pm. Or you can make an appointment—call (463-5264), leave a message, or catch me after class. Or e-mail me with questions or for an appointment. I look forward to talking with you outside class, so don't hesitate to contact me.

Ryan: Wednesday 10-11am.

**Extensions:** Extensions are possible for the 2 essays, but you must contact us. To receive a short, no questions asked extension contact Ryan (for the models essay) or Diane (for the research essay) before the 4 pm deadline. If you need a longer or further extension, you must notify Diane (first essay) or Ryan (research essay) before your latest approved deadline. Don't be shy. Written justification (medical, death, etc) is required for long extensions.

### **Mandatory Course Requirements:**

To gain a pass in ANTH 209 you must:

- attend at least 6 of the 9 workshops
- have your research topic approved as set out above, by 13 April.
- submit the Models Essay and the Research Essay in both hard copy and via Turnitin.

To sit the test you must be in class on Wednesday 1 June or present written justification (medical, death, etc) no later than Tuesday 7 June.

**Course Withdrawal:** Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Class Representative:** A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the VUWSA, the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

**Using Turnitin:** The Models Essay and Research Essay must be submitted to Turnitin, as well as in hard copy. Turnitin is a computer package which, among other features, compares submitted essays to material available on the web and to previously submitted essays. To use it, go to [www.turnitin.com](http://www.turnitin.com), click on 'Create a Account' in the upper right corner. After creating an account, you can log in with your ID and password as with an e-mail account. Use the class ID and enrolment password to enrol in ANTH209-11.

Class ID: 3784987

Enrolment password: peace

When uploading submissions, be sure to click the final 'submit' button. If you have taken all the steps you will receive a notification/receipt.

**Additional information:** Any additions or changes to this outline will be announced in lectures and on Blackboard. Weekly Study Guides, film notes, and information sheets on each of the assessments, with marking criteria, will be available on Blackboard. Discussion of how to do assignments will not be posted, so if you miss a class you should check with other students.

**Workload:** Coursework for ANTH 209 is planned to meet the university guideline of 10 hours/point as the time necessary to achieve an average pass, ie, for a 20-point course, 200 hours. For ANTH 209 this would include 24 hours in lectures and 9 hours in workshops and as a rough estimate: ~55 (4-5 x 12) weekly preparation & revision; 30 on 1<sup>st</sup> essay; 65 on research essay, and 15 test revision.

### **Penalties:**

a. Work containing plagiarism will not be accepted for completion of assignments. It also may lead to further penalties up to and including suspension from the university (see below). Please note that Turnitin provides a check for plagiarism by comparing your submitted essays with material available on the internet and a database of previously submitted essays.

Also note that you should incorporate the ideas of others in your work but always properly referenced. In that case you will have made clear that the ideas in question are not your own. Please refer to the 209 Referencing Guide on Blackboard and the Anthropology Style Guide in your Course Notes for referencing format instructions.

b. Work is not normally accepted after the listed due date or approved extension. *If you can't meet a deadline, contact us by the deadline and attend class on the due date.* **If** work is accepted late without prior approval you will be penalised 5% of the value of the assignment per day, unless a doctor's certificate or equivalent shows that you were unable **both** to complete the work **and** to contact me prior to the deadline.

### **Academic Integrity and Plagiarism:**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **Use of Turnitin:**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a

copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### **Where to Find More Detailed Information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

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### **WEEK 1 Study Guide, p 2 Begin with 1<sup>st</sup> page of WSG 1 on p. 8 of this outline**

Suggestions on how to use this week's reading to form a foundation for the term:

- a. **Begin now to look for linkages** in the material from week to week, such as the justice & harmony point above.
- b. **Start a list of practices** for re-establishing order after civil war, genocide or other episodes of violence. What works and what doesn't? For whom?
- c. In thinking about re-establishing order, think about goals, needs and practices at various levels: societal, in communities, for the individual.
- d. Balancing justice and peace appears as an issue in the Ignatieff intro on the S African Truth & Reconciliation Commission. Note for week 10 when we consider harmony vs justice as goals in different cultural political systems. What are some of the ways people seek justice?

FILM PROGRAM WEEKS 1-3 The films in weeks 2 & 3 are required viewing, which can be done in the Wednesday film session or in the library A-V suite.

WEEK 1 *GO* (recovery from war & child abduction in Northern Uganda)

<http://www.invisiblechildren.com/aboutic> This is my copy. I'll try to put it on reserve in the library AV section of the library.

WEEK 2 *We Are All Neighbours* (Bosnia) Detailed notes and questions on WSG 2, Blackboard.

*We Are All Neighbors* (Disappearing World Series, 1993) traces the development of the 1992 war in Bosnia, the increase of nationalism, and the effects on identity and social relations. Tone Bringa conducted anthropological research in Bosnia prior to the war, and returned with film makers just as it was starting. At that time she was told by Muslims (Bosnians) and Croats (Catholics): "We are all neighbours" and the war won't affect that. When she returned a few weeks later, Croats had burned the Muslim homes and attacked, even murdered, former neighbours. If you miss the video or want to see it again, it is available at AV suite in library (VIS 3245).

WEEK 3 *Sometimes in April* (Rwanda) 140 minutes DVD 2033

When the Hutu nationalists raised arms against their Tutsi countrymen in the African nation of Rwanda in April of 1994, the violent uprising marked the beginning of one of the darkest times in African history. Over the course of the next 100 days, brother would turn against brother, tearing families apart and resulting in the death of almost 800,000 people. Based on actual events that occurred during the uprising, Raoul Peck's affecting war drama tells the tale of two such brothers, whose differing loyalties found them on opposing sides of the conflict, and whose lives would never be the same following this tragic turn of events. <http://movies.nytimes.com/movie/321524/Sometimes-in-April/overview>

**ANTH 209 – Study Guide -- Week 1**  
**Introduction [no workshops]**

**Readings**

Hironaka	excerpt from <i>The Int'l Ecology of Civil Wars</i>	1
Francis	<i>What is War Good For?</i>	5
Charny	<i>Which Genocide Matters More?</i>	6
Sabic	<i>Bearing Witness [Yugo]</i>	8
Rieff	<i>Murder in the Neighborhood [Yugo]</i>	8
Niyiyora	<i>Bearing Witness [Rwanda]</i>	13
Gourevitch	<i>We wish to inform you that tomorrow we will be killed... [Rwanda]</i>	14
Salbi, Zainab	<i>About Women for Women International</i>	21
Ignatieff	<i>Reconciliation Commission in South Africa.</i>	22
Edelstein, J.	bits from photo essay on <i>Truth &amp; Reconciliation Commission</i>	29
Nordstrom & Martin	<i>The Culture of Conflict</i>	34

Week 1's readings introduce you to what we will study this term. There are accounts of experiences of the conflicts in Rwanda and the former Yugoslavia. For each there is one by a victim and one by a journalist, which illustrates the differences that viewpoint or position can make in how we understand the violence. Charny and Nordstrom & Martin also raise issues of position, as well the ethics of studying conflicts and genocide, which will inform our own studies. Ignatieff's and Edelstein's looks at one process of resolution, introduce us to some of the issues involved in all attempts to restore order after such conflicts. Salbi represents one of the ways grassroots and civil society groups are aiding recovery processes. The question in **bold** will be help you think about your first essay on models used by our authors.

**Some points to consider**

- 1. What is Hironaka's definition of civil war? Look for Hironaka's question, aim, claim and what kind of data she uses to outline this and her argument for the reader.**
  - a. Represent her model on paper.**
  - b. What other model does she specifically oppose? Find a quote or reference from the article to support your statement that she opposes this model.**
2. We are concerned with influences of the global on the local. What does Hironaka say about the role of international laws and norms? What role does Francis suggest for globally held beliefs?
3. List the 3 elements to what Francis calls the myth of war. (That, too, is a model.)
4. Does Francis believe that war has clear benefits for the victor? Cite 2 pieces of evidence to support your answer.
5. In what ways were the situations in Rwanda and Bosnia the same? different?
6. How does the position of the writer matter to your understanding of the situations?
7. What was Gourevitch's aim in writing the book on Rwanda? (pp 6-7)
8. What types of assistance does Salbi mention as part of the Women for Women International programs? (I broke it into 5-6 elements.) What relation might this type of help have to peace?
9. What kind of organization is Women for Women? Who does the assisting?
10. What were the intended functions of the TRC? What does Ignatieff see as one irrefutable positive result of the TRC? (p 20)
11. Are there special ethical considerations in doing ethnography in situations of war?
12. What is structural violence? (N & M)
13. What have media reports and studies of war & socio-political violence missed about the effects of violence at the local level, according to Nordstrom and Martin (esp pp 4-6).



Office use only

Date Received:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

## ANTH 209

### Assignment Cover Sheet

*(please write legibly)*

Full Name: \_\_\_\_\_

Tutorial Day/time: \_\_\_\_\_ Word Count: \_\_\_\_\_

Due Date (latest approved extension): \_\_\_\_\_

**Mandatory checklist -- Have you done the following?  
(your assignment will not be graded until you do)**

Given your essay a title conveying your point?      *yes*      *no*

Used in-line citations & 209 style guide?  
(see Blackboard)      *yes*      *no*

Numbered your pages?      *yes*      *no*

Used 12 or 14 pt readable typeface?      *yes*      *no*

Stapled your essay in upper left corner only?      *yes*      *no*

Submitted your essay on Turnitin?      *yes*      *no*

**Certification of Authenticity**

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_