

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
SCHOOL OF SOCIAL AND CULTURAL STUDIES**

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

**ANTH 209: Conflict and Reconciliation**

**CRN 274 : 20 POINTS**

**TRIMESTER 1 2013**

4 March – 3 July 2013

Teaching dates: 4 March to 7 June 2013

Easter break: 28 March - 3 April 2013

Mid-trimester break: 22 April - 28 April 2013

Study week: 10-14 June 2013

Last piece of assessment due: 6 June 2013

**Names & Contact Details**

**Coordinator:** Dr. Diane O'Rourke *phone:* 463-5264  
Murphy 1008 *e-mail:* [diane.orourke@vuw.ac.nz](mailto:diane.orourke@vuw.ac.nz)

**Tutors:** tba

**Class Times & Locations**

**Lectures:** Tuesday 4-5 pm HU LT 220  
Thursday 4-5 pm HU LT 220

**Film Viewing:** Tuesday [optional] 5-7 pm HU LT 220

**Workshops:** One 50 minute workshop times tba in week 1 (& see S-cubed)

**Assessment:** 100% internal assessment

**Course Prescription:**

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.

**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 and 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 Aims & Content:**

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.

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 central cases. Both occurred in the early 1990s, both were widely attributed to ‘primordial’ ethnic divisions, both resulted in genocide, both have been followed by international war crimes tribunals, and the effects of both persist today. 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. In 2013 I will also discuss my visit to Somaliland.

**Course Structure, Delivery and Assessment**

**Course Delivery & Assessment:**

Lectures, readings and workshops cover different but related material and to get the full benefit of the course, you need 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.

**Assignments and Deadlines**

Research topic (approval form mandatory)		Thur 4 Apr-latest	tba with your tutor
Analysis Essay (1200-1500 wds)	30%	Mon 29 April	via Blackboard + Box MY level 9
Research essay (c. 2000 wds)	40%	Fri 24 May	4pm, Murphy level 9; + via BB
In class test	30%	Thurs 6 June	in class, room tba

**Readings:** ANTH 209-2013 Course Notes are available from vicbooks.

The Course Notes contain all required readings.

*All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks’ new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield 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 nominated collection points at each campus. 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.

### 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	(4/3)	Introduction: Culture, Civil War, & Genocide	[no workshops]
Week 2	(11/3)	Studying Civil Wars & Genocide	
Week 3	(18/3)	Models of Conflicts	
Week 4A	(25/3)	Difference: Nation, Ethnicity, States	[no workshops in week 4]
<i>Easter break begins Thurs 28/3</i>			
Week 4B		[... classes resume Thurs 4/4]	[Topic Statement due by Thurs 4/4]
Week 5	(8/4)	Economy: Bases of Conflict & Continuity	
Week 6	(15/4)	Living in a War Zone	

*Mid-trimester break: 22-28 April 2012*

**Analysis essay due 4pm, Mon 29 April, via Blackboard & Assignment Box, level 9 Murphy**

Week 7	(29/4)	Explaining Civil War: Back to the Blind Men & the Elephant	
Week 8	(6/5)	Displacement, Refugees, & Effects on Society & Culture	
Week 9	(13/5)	Creating Peace	
Week 10	(20/5)	Legal Resolutions: Harmony or Justice? Reconciliation or Retribution?	

**Research essay due 4pm, Fri 24 May, via Blackboard & Assignment Box, level 9 Murphy**

Week 11	(27/5)	Reconstructing a Way of Life	
Week 12	(3/6)	Roles for Anthropology	[no workshops]

**Final test in class on Thursday 6 June, during lecture period**

**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 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 Tuesday 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 among 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 and creating analytic models** For this assignment you are asked to work with an article to identify, analyse, and discuss the models, data and argument use by the author. You will then present a claim based on your analysis in an essay of 1200-1500 words, (30%) (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 lecture. We will practice aspects of analysing articles in our workshops. The essay is due Monday 29 April. **Identical copies of your essay must be submitted with an ANTH 209 coversheet attached and all questions on that sheet answered in the affirmative**

- as a Word file to Blackboard, from which it will go to Turnitin,
- as a hardcopy to the Assignment Box on level 9 Murphy.

(See information on Turnitin under Administrative Matters.)

**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; the last date for doing this is Thursday 4 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. After your topic statement is approved you will carry out in-depth research with secondary sources. Finally, 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 24 May. **Identical copies of your essay must be submitted with an ANTH 209 coversheet attached and all questions on that sheet answered in the affirmative**

- as a Word file to Blackboard, from which it will go to Turnitin,
- as a hardcopy to the Assignment Box on level 9 Murphy.

(See information on Turnitin under Administrative Matters.)

**Film Series:** There will be a film viewing session after the Tuesday lecture. In the past we have found these film series to be a great way to build a sense of community 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, all films will be useful in providing the examples necessary for strong answers.

**Final Test:** The test will be given in class on Thursday 6 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. This test will assess your mastery of all learning objectives (with the exception of oral communication). 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 more than two tests on this day, you may ask to take a make-up test instead.

## **Administrative Matters**

### **How to Submit Your Written Work**

You must submit your written work in two ways.

1. Submit written work electronically through Blackboard at or before 4pm on the due date. Your assignments will be submitted to Turnitin via a link on Blackboard (see below for details on Turnitin). Please use the electronic cover sheet found on Blackboard.
2. Submit a paper copy to the assignment box at the SACS Office, Level 9, Murphy Building, by 4pm on the due date.

*Your paper copy should include:*

- A completed ANTH 209 cover sheet attached to the front.
- A printed receipt to show that you have submitted your assignment electronically to Turnitin via Blackboard.

**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.

### **Office hours:**

**Diane:** Wednesday 10.30-11.30am. 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.

**Tutors:** tba.

**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.

**Extensions:** Extensions are possible for the 2 essays, but you must contact us. To receive a short, no questions asked extension contact your tutor (for the research project) or Diane (for the models essay) before the 4 pm deadline. If you need a longer or further extension, you must notify Diane (first essay) or your tutor (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 4 April.
- submit the Analysis Essay and the Research Essay in both hard copy and via Turnitin.
- sit the test. You must be in class on Thursday 6 June or present written justification (medical, death, etc) and arrange to sit a makeup test no later than Monday 10 June.

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

**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 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.

**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.* **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>

### Other Contact Information

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: <a href="mailto:allison.kirkman@vuw.ac.nz">allison.kirkman@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:hal.levine@vuw.ac.nz">hal.levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: <a href="mailto:trevor.bradley@vuw.ac.nz">trevor.bradley@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:russil.durrant@vuw.ac.nz">russil.durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:carol.hogan@vuw.ac.nz">carol.hogan@vuw.ac.nz</a>
School Administrators:	Suzanne Weaver, Alison Melling, Helen Beaglehole MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

**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](http://www.victoria.ac.nz/home/study/calendar) (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).

### Additional Support

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Māori Students:

[www.victoria.ac.nz/st\\_services/slss/infofor/maoristudents](http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

Information for Pasifika students: [www.victoria.ac.nz/st\\_services/slss/infofor/pasifikastudents](http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

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

**Readings**

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

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, to highlight the differences that viewpoint or position can make in how we understand the violence. Nordstrom & Martin also raise issues of position, as well the ethics of studying conflicts and genocide, which will inform our own studies. In Ignatieff's and Edelstein's looks at one process of resolution, we are introduced 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.

**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)

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. Remember this 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** The film program will begin in Week 2.

We will watch *GO* (about recovery from war & child abduction in Northern Uganda) 35 min  
<http://www.invisiblechildren.com/aboutic> This will be my own copy, so unlike the other films we see, it won't be available in the library.

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?                | <i>yes</i> | <i>no</i> |
| Used in-line citations & 209 style guide?<br>(see Blackboard) | <i>yes</i> | <i>no</i> |
| Numbered your pages?  | <i>yes</i> | <i>no</i> |
| Used 12 or 14 pt readable typeface?                           | <i>yes</i> | <i>no</i> |
| Stapled your essay in upper left corner only?                 | <i>yes</i> | <i>no</i> |
| Submitted your essay on Blackboard?                           | <i>yes</i> | <i>no</i> |

**Certification of Authenticity**

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

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