



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**  
***Te Kura Mahinga Tangata***

**CULTURAL ANTHROPOLOGY**

**ANTH 209**  
**CONFLICT AND RECONCILIATION**

**20 POINTS**

**TRIMESTER 1 2015**

**Important dates**

**Trimester dates:** 2 March to 1 July 2015

**Teaching dates:** 2 March to 5 June 2015

**Easter/Mid-trimester break:** 3–19 April 2015

**Last assessment item due:** 15 June 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds).

If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Class times and locations**

Lectures:	Monday 4-5pm	MCLT 102
	Thursday 4-5pm	MCLT 102
Film Viewing (optional):	Monday 5-7pm	MCLT 102
Tutorials:	to be advised (via Blackboard and SCubed)	

**Names and contact details**

Course Coordinator: Dr Diane O'Rourke

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Office hours: Tuesday 10:30-11:30 am or by appointment

Tutors: Shani Luxford (shani.luxford@vuw.ac.nz)  
Tim Worth (time.worth@vuw.ac.nz)

## **Communication of additional information**

Any additional information 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.

## **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.

## **Course 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 global 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, commoditisation, 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 globalisation 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 2015 I will also discuss my work to Somaliland.

## **Course learning objectives (CLOs)**

On successfully completing this course students should be able to:

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

## Teaching format

Lectures, tutorials and readings 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.

Participation in tutorials 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 (CLO 4). Through co-operative exploration in tutorials we will consider the relevance of the anthropological approaches to understanding conflict and resolutions (CLO 1, 2). In tutorials we will work in groups to identify models in our readings and construct our own models about conflict situations (CLO 3). Attendance at a minimum of 6 tutorials is one of the mandatory requirements for passing ANTH 209 (see below). **Please sign up for a tutorial on SCubed.**

## Film Series

There will be a film viewing session after the Monday lecture in the same room (MCLT 102). 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.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- attend at least 6 of the 9 tutorials,
- submit your research topic statement by Friday 24 April and, if necessary, revise and get your tutor's approval by Friday 15 May (extension by medical certificate only),
- submit the Models Essay and the Research Essay in both hard copy and via Blackboard to Turnitin.

The in-class test is not mandatory. To sit the in-class test you must be in class on Thursday 4 June, or present written justification (medical, bereavement, etc) no later than Monday 8 June, and arrange to sit a makeup test.

## Workload

The expectations are that students will work 10 hours per point, therefore a 20-point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks. For ANTH 209 this would include 24 hours in lectures and 9 hours in tutorials 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.

## Assessment

This course is 100% internally assessed.

<b>Assessment item</b>	<b>Weighting</b>	<b>CLO(s)</b>	<b>Due date</b>	<b>How to submit</b>
Models Essay (1200-1500 words)	30%	1, 3, 4	Weds 1 April before 4 pm	via Blackboard + Box MY level 9
Topic statement for Research Essay (part of Research Project, 500-1000 words)	5%	1, 2, 3, 4	Fri 24 April before 4 pm	via Blackboard + Box MY level 9
In-class test (50 minutes)	25%	1, 2, 3, 4	Thurs 4 June	in class
Research essay (part of Research Project, approx. 2000 words)	40%	1, 2, 3, 4	Mon 15 June before 4 pm	via Blackboard + Box MY level 9

## **Models Essay**

**Due date:** by 4pm, Wednesday 1 April

**Weighting:** 30%

**Word length:** 1200-1500 words

For this assignment you are asked to work with one article to identify, analyse, and discuss the model(s), data and argument used by the author. You will then present a claim based on your analysis in this essay (focus on CLO 3; CLO 1, 4). The articles from which you may choose are contained in your book of student notes

1. Diamond wk 7;
2. Hutchinson & Jok wk 6;
3. Fithen & Richards wk 9;
4. Jackson wk 10 [NOT Jackson wk 8, which is chapters of a book]

A sheet with details, including marking criteria, will be distributed in class and available on Blackboard. We will practice aspects of analysing articles in our tutorials. Note that extensions into the week in which the article is discussed in class will not be possible.

Identical copies of your essay must be submitted with an ANTH 209 coversheet attached and all questions on that sheet answered in the affirmative:

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

## **Research Project including Topic Statement and Research Essay**

### **Topic statement**

**Due date:** by 4pm, Friday 24 April

**Weighting:** 5%

**Word length:** 500-1000 words

### **Research Essay**

**Due date:** by 4pm, Monday 15 June

**Weighting:** 40%

**Word length:** approximately 2000 words

For this project you are asked to select a topic related to this course to research in more depth. Detailed instructions including marking criteria will be distributed and discussed in week 2. In doing the project you need to bring together models and ethnographic situations (CLO 1, 3). It is an exercise in thinking critically and creatively (CLO 4) about putting academic knowledge to work in examining contemporary issues (CLO 2). Before beginning in-depth research you need to submit a Topic Statement and have it approved by your tutor (5%; Friday 24 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 Monday 15 June.

Identical copies of your essay must be submitted with an ANTH 209 coversheet attached and all questions on that sheet answered in the affirmative

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

## **In-class Test**

**Due date:** during class, Thursday 4 June

**Weighting:** 25%

**Word length/duration:** 50 minutes

The test may cover all assigned readings, material presented in lectures and tutorials, 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.

## **Submission and return of work**

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

## Assignment Cover Sheet

For hard copy submissions, 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, accurately answering all items in the affirmative. Do not use the generic SACS cover sheet.

## Return of marked assignments

Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9th floor reception desk, between 2.00 and 4.00 pm only from Monday to Friday.

## Extensions and penalties

### 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 the course coordinator (for the models essay) before the 4pm deadline. If you need a longer or further extension, you must notify the course coordinator (first essay) or your tutor (research essay) before your latest approved deadline. Don't be shy. Further explanation and/or written justification (medical, bereavement, etc) is required for long extensions.

### Penalties

Work containing plagiarism will not be accepted for completion of assignments. It may also lead to further penalties up to and including suspension from the university. 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 ANTH 209 Referencing Guide on Blackboard and the Anthropology Style Guide in your student notes for referencing format instructions.

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.

## Set texts

The set text for this course is a book of student notes which contains all the essential readings for the course. Available from vicbooks, ground floor Easterfield Building, Kelburn Parade ([www.vicbooks.co.nz](http://www.vicbooks.co.nz)).

## Course readings

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.

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 tutorial 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 student notes to tutorials. 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 are not 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 student notes are required - see the Weekly Study Guides for details.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## Student feedback

In response to past students' feedback, more reading and discussion of Bosnia and the former Yugoslavia has been added to the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## **School Contact Information**

Head of School: Dr Allison Kirkman, MY1013

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International Student Liaison: Dr Hal Levine MY1023

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Students with Disabilities Liaison: Dr Russil Durrant, MY1120

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School Manager: La'Chelle Pretorius, MY918

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School Administrators: Suzanne Weaver, Heather Day, Alison Melling, MY921,

Tel: 463 5317; 463 5677; 463 5258

Email: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

School of Social and Cultural Studies: [www.victoria.ac.nz/sacs](http://www.victoria.ac.nz/sacs)



Office use only

Date Received:

# 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? (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 Turnitin?	<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: \_\_\_\_\_